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ABSTRACT

Senate Bill 642, passed by the California Legislature in summer 1973, authorized the Chancellor of the California Community Colleges to conduct a pilot program in cooperative education involving no more than five community college districts for a period of up to three years. In response to the bill, the Chancellor established a consortium consisting of the Coast, Hartnell, Pasadena, Peralta, and West Valley Community College Districts to implement, evaluate, and provide data on innovative cooperative education programs. This report documents the progress of this consortium during its second year of operation. It presents: (1) a list of the objectives identified by each participating college for the 1974-75 academic year and the respective evaluation reports reflecting the level of attainment of each objective; (2) a description of each of the major innovative cooperative education programs addressed in 1974-75 and a collection of sample forms used in those programs; and (3) a discussion of research projects conducted by consortium members, their efforts to train co-op educators, and their impact on federal legislation. (DC)

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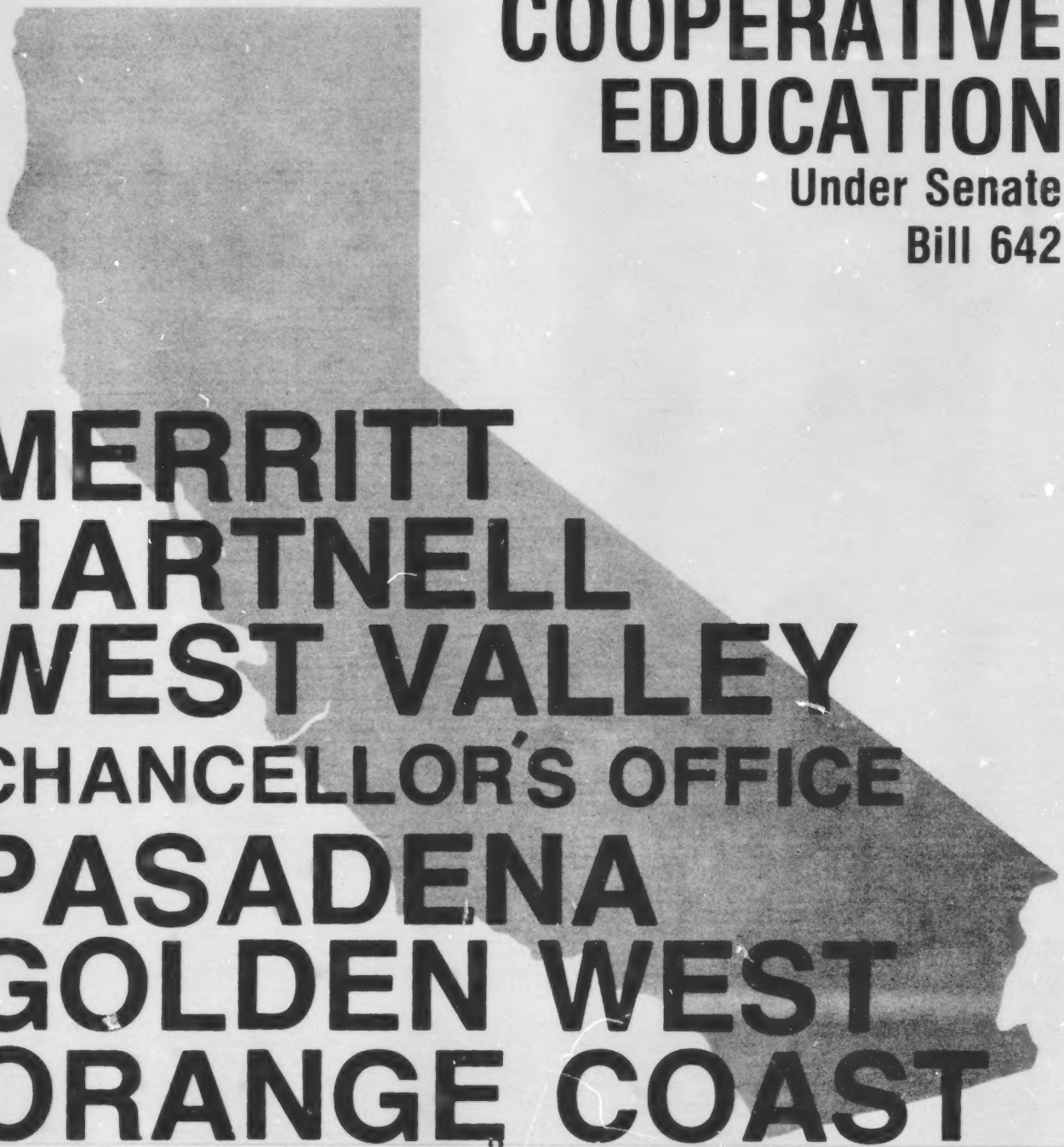
CALIFORNIA CONSORTIUM ON COOPERATIVE EDUCATION

Under Senate Bill 642



MERRITT
HARTNELL
WEST VALLEY
CHANCELLOR'S OFFICE
PASADENA
GOLDEN WEST
ORANGE COAST

JC 760 168

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PREFACE

It has been professionally challenging and personally rewarding to have had the opportunity to serve as Executive Director of the California Consortium on Cooperative Education during our second year of working together. What a delight it is to serve with colleagues who, each one, bring keen insight and an unfailing commitment to creative change to the common task of developing educationally sound cooperative education programs designed to meet the needs of the students and employers served by our respective colleges.

Participation in the Consortium continues to provide good discipline. How great it is to gain new ideas or have one's own ideas creatively honed through dialogue with other professionals; certainly the product is greater than the sum of its parts. Hopefully, the openness which characterizes much of our dialogue will continue. We have not been without controversy or conflict but dealing with it openly has provided strength as we work toward achieving our common goals.

The third year of our Consortium, like the previous two years, will be extremely important. Some of our innovations will have been field tested thoroughly enough to become grist for position papers to be shared with the profession or recommendations for changing existing legislation. I trust, with the continuing strong involvement of each of the college representatives and the most able leadership of Carolyn Schuetz, that the Consortium will continue to creatively respond to the mandate in Senate Bill 642 - to design and field test innovations which will serve to strengthen cooperative education programs in the California community colleges.

Karl Strandberg
Executive Director for 1974-75
California Consortium on Cooperative Education
Under Senate Bill 642

Signed by the Governor September 17, 1973
Chapter 500

Senate Bill No. 642

Passed the Senate June 29, 1973

_____
Secretary of the Senate

Passed the Assembly August 30, 1973

_____
Chief Clerk of the Assembly

This bill was received by the Governor this _____

day of _____, 1973, at _____ o'clock _____M.

_____
Private Secretary of the Governor

CONTACT:
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HARTNELL COLLEGE
156 Homestead Avenue
Salinas, California 93901
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2 642 5 63

CHAPTER_____

An act to add Section 190.5 to the Education Code, relating to cooperative education, and declaring the urgency thereof, to take effect immediately.

LEGISLATIVE COUNSEL'S DIGEST

SB 642, Grunsky. Cooperative education.

Requires the office of the Chancellor of the California Community Colleges to conduce a pilot program of up to 3 years in cooperative education for no more than 5 community college districts and to make specified followup evaluations and recommendations.

Defines "cooperative education."

Prescribes student enrollment qualifications and course credit limitations and method of computing a.d.a.

Requires Chancellor of the California Community Colleges to approve cooperative education programs which meet prescribed standards.

To take effect immediately, urgency statute.

The people of the State of California do enact as follows:

SECTION 1. Section 190.5 is added to the Education Code, to read:

190.5 The office of the Chancellor of the California Community Colleges shall conduct a pilot program of up to three years' duration in cooperative education for not more than five community college districts. For the purposes of this act, "cooperative education" means on-the-job experience directly related to the student's educational goals. Cooperative education requires the supervision of an appropriately credentialed faculty member and is not limited to vocational education.

In order to enroll in a cooperative education program, a student must have earned at least 12 semester units or 18 quarter units at the community college at which he seeks to enroll in the program.

A student enrolled in a cooperative education program may not receive more than one semester unit for each five

2 642 25 67

hours of fieldwork per week or one quarter unit for each 3 1/3 hours of fieldwork per week.

No student may receive more than 16 units of semester credit or 24 units of quarter credit for cooperative education classes. No student may enroll in a cooperative education program for more than eight units per semester or 12 units per quarter.

No student may enroll jointly in a cooperative education program and a work experience education program. Any credit for work experience education which had been earned by a student prior to his enrollment in a cooperative education program shall be deducted from the maximum number of units for cooperative education allowable under the fourth paragraph of this section.

Average daily attendance in cooperative education shall be computed pursuant to Section 11484. The Chancellor of the California Community Colleges shall approve cooperative education programs which comply with existing regulations for new educational program approval and the other provisions of this section.

Followup evaluations and recommendations for new cooperative education programs, based upon the findings of the three-year study, shall be made by the office of the Chancellor of the California Community Colleges.

SEC. 2. This act is an urgency statute necessary for the immediate preservation of the public peace, health, or safety within the meaning the Article IV of the Constitution and shall go into immediate effect. The facts constituting such necessity are:

In order to permit cooperative education programs to begin operation at the beginning of the 1973-74 fiscal year, or as soon thereafter as possible, and so facilitate the orderly administration of this act, it is necessary that this act take effect immediately.

2 642 35 69

PRESIDENT'S OFFICE

FEB 1 1974
PRESIDENT'S OFFICE

BY-LAWS OF THE CALIFORNIA CONSORTIUM ON COOPERATIVE EDUCATION UNDER SENATE BILL 642

WHEREAS, The California legislature has passed Senate Bill 642, Chapter 500; and

WHEREAS, The governor on September 17, 1973, has signed Senate Bill 642, Chapter 500, into state law; and

WHEREAS, The state law has provided the Chancellor with a five (5) community college district consortium to conduct a 3-year field test of innovative programs in Cooperative Education; and

WHEREAS, Coast (represented by Golden West and Orange Coast Colleges), Hartnell, Pasadena, Peralta (represented by Merritt College), and West Valley Community College Districts, and the official representatives of the Chancellor's office have been appointed as members to the consortium and have accepted the appointment; and

WHEREAS, The official representatives of the districts have met as the consortium and have recognized the responsibility to conduct the 3-year feasibility study on Cooperative Education and to provide the Chancellor with the necessary data to initiate follow-up, evaluations, and recommendations for new Cooperative Education programs;

NOW, THEREFORE, Each of the participating districts does hereby agree as follows:

SECTION 1. Purpose. The purpose of the consortium shall be to cooperate with the Chancellor's office and other community colleges to implement, to evaluate, and to provide the resultant data on innovative Cooperative Education programs including, but not limited to:

a. the feasibility of the 8-unit alternate semester program

b. out-of-state instructional programs for locally enrolled students

c. international instructional experiences

d. guidelines for program standards

e. procedures for measuring accountability

f. field tests of the instructional validity of Cooperative Education

g. exploration of strategies for articulation with other institutions of higher learning.

SECTION 2. Membership and Meetings. The Cooperative Education Consortium of the community college districts shall be administered by a committee consisting of members apponted by each participating college and the Chancellor's office. Member districts shall designate an alternate representative to the committee to serve in the absence of the appointed committee representative. The committee will elect one of its members as chairman by majority vote for a term of one year (September 1-August 31). The chairman, or alternate designated by the chairman, shall call and preside over all meetings of the consortium and shall by the official representative of the consortium. The chairman shall have a vote. Minutes of meetings shall be recorded by the hosting member and copies transmitted to each member of the consortium within ten (10) calendar days of the meeting.

SECTION 2.1. Voting. The number of official votes is limited to seven (7).

SECTION 3. Additional Members. After the effective date of this agreement, new districts may be added as replacement members upon request and unanimous approval of the remaining committee.

SECTION 4. Amendments. These by-laws may be amended by a two-thirds majority

vote of all the members. The chairman must receive written notice of intent to amend at least two weeks prior to the next meeting, and the amendment shall be mailed to all members at least one week prior to voting.

SECTION 5. Adoption and Effective Date. Consortium operation shall commence at the date of signature of agreeing college presidents (6). The first year of operation shall be September 17 - August 31, 1974.

SECTION 6. Parliamentary Procedure. On the matters of procedure not otherwise covered by the provisions of this document, Roberts' Rules of Order, latest revised edition, shall be the official guide.

PRESIDENTS OF PARTICIPATING COLLEGES

Hartnell Dr. Gibb R. Madsen	Gibb R. Madsen signature	Date 1-17-74
Coast Golden West Dr. R. Dudley Boyce	R. Dudley Boyce	1-22-74
Orange Coast Dr. Robert B. Moore	Robert B. Moore	1/24/74
Pasadena Dr. Armen A. Sarafian	Armen Sarafian	1-28-74
Peralta Merritt College Dr. Donald H. Godbold	Donald H. Godbold	2-4-74
West Valley Mr. James P. Hardy	James P. Hardy	4/1/74

BY-LAWS OF THE
CALIFORNIA CONSORTIUM
ON COOPERATIVE EDUCATION
UNDER SENATE BILL 642

AMMENDMENTS

To be added as "h" on page 2 under SECTION 1. Purpose.

h. program development at each of the participating colleges will be consistent with existing national priorities for students with special needs.

Introduction

Goals of the California Consortium on Cooperative Education

The Consortium, created by the California State Legislature and approved by the Governor on September 17, 1973, accepts these goals as our mandate:

1. The design, implement, and evaluate innovative cooperative education programs at the community college level;

2. To conduct research projects on cooperative education, especially related to the California community colleges;

3. To serve the cooperative education profession through continuing participation in a variety of training experiences;

4. To publicize the many benefits of cooperative education in order to recruit additional student and employer participants;

5. To assure educational soundness in all program development;

6. To recommend needed change in legislation when deemed appropriate;

7. To develop evaluation techniques for each of the innovations that is field tested;

8. To prepare annual reports which reflect the activities of the Consortium and submit these reports to both the California Community College Chancellor's Office and the California Legislature.

To these goals we pledge our commitment.

Members of the California Consortium on Cooperative Education

Coast Community College District
1370 Adams Avenue
Costa Mesa, California 92626

a. Golden West College (Representative - Karl Strandberg)
   15744 Golden West Street
   Huntington Beach, California 92647
b. Orange Coast College (Representative - James Garmon)
   2701 Fairview Avenue
   Costa Mesa, California 92626

Hartnell Community College District
156 Homestead Avenue
Salinas, California 93901

a. Hartnell Community College (Representative - Jerry Kjeldgaard)
   156 Salinas Avenue
   Salinas, California 93901

Peralta Community College District
300 Grand Avenue
Oakland, California 94610

a. Merritt College (Representative - Carolyn Schuetz)
   12500 Campus Drive
   Oakland, California 94619

Members of the California Consortium on Cooperative Education continued

Pasadena Area Community College District
1570 East Colorado Boulevard
Pasadena, California 91106

a. Pasadena Area Community College (Representative - Ralph Gutierrez)
1570 East Colorado Boulevard
Pasadena, California 91106

West Valley Joint Community College District
14000 Fruitvale Avenue
Saratoga, California 95070

a. West Valley Community College (Representative - Clyde Reyes)
14000 Fruitvale Avenue
Saratoga, California 95070

Office of the Chancellor
California Community Colleges (Representative - Ron Grant)
1530 Capitol Avenue
Sacramento, California 95814

I. OBJECTIVES AND EVALUATION FOR 1974-75

Introduction

The Consortium members are committed to the Management by Objectives style of administration. At the beginning of each academic year the members identify the specific objectives that they plan to address; every college is not necessarily involved in field testing each innovation. Evaluative data is gathered throughout the year on each objective so that at the end of the year an evaluation report can be prepared.

This chapter reflects the objectives identified by each participating college for the 1974-75 academic year and the respective evaluation reports reflecting the level of attainment of each objective. Information regarding some of the specific innovations that a particular college member refers to will be contained in Chapter II, "Innovations".

Cooperative Education Objectives, 1974-75
Merritt College

The following are anticipated points of focus for the Cooperative Education program at Merritt this year:

1. Continued exploration of the alternate semester plan.

   a. Working with California Chancellor's Office in reviewing Vocational Plans for those community colleges wishing to use the alternate plan.
   b. Collection and review of data from students and employers who participate in the alternate plan.
   c. Informational meetings with students, employers, and staff to determine the relative interest in and feasibility of the alternate plan.

2. Increased efforts at involving employers in the development and implementation of cooperative education programs.

   a. Planning employer-sponsored meeting of Bay Area College Chapter of CAWEE.
   b. Planning employer session(s) for the California Consortium.
   c. Meetings with and survey of current Merritt co-op employers.

3. Continued special efforts in these career areas for women and minorities:

   a. Finance - Savings and Loan Institute Banking
   b. Engineering and technical

4. Self-evaluation of on-going Co-op program at Merritt.

   a. Statistical study of student performance.
   b. Examination of program standards, procedures, forms, etc.

5. Financing and staffing Co-op program for 75-76.

   a. Investigate grant sources now that Title IV-D is no longer available.
   b. Staff assignments from Divisions.
   c. Other support needed to integrate program into regular college budget.

GOLDEN WEST COLLEGE
Cooperative Education Division
Goals and Objectives for Participation
1974-75

GOALS:

1. To design and implement the alternate semester (8 unit) plan at Golden West College.

2. To introduce the alternate semester concept to students and employers in an effort to place students in alternate semester jobs, some of which will be overseas.

3. To test the learning and career exploration value of volunteer co-op experiences.

4. To design and implement a system of evaluating instructor/coordinator performance.

5. To make specific contributions to the Co-op profession in the area of standards and articulation.

6. To evaluate and report the results of each of our identified objectives.

OBJECTIVES

1. We will, by 10-15-74 discuss the ramifications of the alternate semester program with the Dean of Academic Affairs and the Dean of College Affairs.

2. We will, by 12-1-74, prepare a course outline enabling the granting of eight units of cooperative work experience, and present it to the Council on Curriculum and Instruction for approval; this will enable appropriate ticket numbers to be assigned for the Spring, 1974 semester.

3. We will, by 1-15-75 discuss the alternate semester concept with all of the counselors and the instructors from at least three of the academic divisions to enlist their involvement in the implementation and evaluation of the concept.

4. We will, by 11-15-74 allocate additional staff time to the development of the alternate semester plan.

5. We will work with groups of employers and students to affect job development/ placement and to gather evaluative data regarding the alternate semester concept.

6. We will develop jobs for and place at least 50 students in alternate semester positions, some of which will be in foreign countries, during the 1974-75 academic year.

7. We will develop and begin to implement an articulation model in cooperation with representatives of the local high schools, neighboring four-year colleges and universities, employers and other community agencies during the 1974-75 academic year.

8. We will design and implement an evaluation procedure for instructor/coordinators.

9. We will integrate the Volunteer Program into the Cooperative Education division and design and implement placement procedures similar to those followed in placing students in paid positions.

10. We will place 225 students in volunteer positions related to their educational and occupational objectives during the 1974-75 academic year.

11. We will develop and implement a referral system by October, 1974 whereby volunteers who qualify can be registered for cooperative work experience credit.

12. We will serve the profession through participating on the Joint Advisory Committee on Transfer Issues and the Standards Committee of CAWEE.

13. We will gather evaluative data throughout the 1974-75 academic year for each of our identified objectives so that our year-end report to the Consortium will accurately reflect our experiences.

GOLDEN WEST COLLEGE
Member - California Consortium on Cooperative Education
Annual Report
1974-75

Introduction

Specific objectives were identified for the 1974-75 academic year as a result of our participation in the Calfiornia Consortium on Cooperative Education. It is our intent to reflect how each of these objectives was addressed by sharing evaluative data relating to the achievement of each stated program objective.

Accomplishment of Objectives

1. We will, by October 15, 1974 discuss the ramifications of the alternate semester program with the Dean of Academic Affairs and the Dean of College Affairs.

   Members of the co-op staff met with Drs. Carpenter, Freligh, and Shawl to discuss this concept. The essence of Title 5 of the California Administrative Code and SB642 as related to the alternate semester arrangement were reviewed. These administrators are supportive of the concept and were helpful in providing suggestions for introducing this option to the staff including meeting with instructors, counselors, and division chairpersons.

2. We will, by December 1, 1974, prepare a course outline enabling the granting of eight units of cooperative work experience, and present it to the Council on Curriculum and Instruction for approval; this will enable appropriate ticket numbers to be assigned for the Spring, 1974 semester.

   This matter was presented to CCI on May 27, 1975 and approval was granted to allow up to 8 units of credit for a single semester of work experience which is consistent with Title 5 and/or SB642. Subsequently, ticket numbers were assigned and qualified students were enrolled in up to 6 units of credit during the 1975 summer session.

3. We will, by January 15, 1975 discuss the alternate semester concept with all of the counselors and the instructors from at least three of the academic divisions to enlist their involvement in the implementation and evaluation of the concept.

   Ms. Hangley met with the counselors to discuss this concept; a good discussion ensued and helpful evaluative data was generated. The counselors were generally supportive of the arrangement as a creative option. Too, Ms. Hangley met with the Science Tech. instructor, the Art Advertising instructors, select Math-Science instructors, and the Director of the Human Service program to enlist interest and support for the alternate semester arrangement; subsequently, jobs were developed and interested and qualified students were placed by Summer 1975.

Accomplishment of Objectives (Cont.)

4. We will, by November 15, 1974, allocate additional staff time to the development of the alternate semester plan.

   A new coordinator, Mr. Chet Platt, was hired in January 1975; his job description includes job development, a function he performed admirable during the Spring semester. Too, beginning in January 1975, Ms. Hangley's job description was changed to include a greater responsibility for job development, especially related to alternate semester positions. This allocation of additional staff time to the task of job development has allowed us to increase the numbers of jobs available for our students.

5. We will work with groups of employers and students to affect job development/placement and to gather evaluative data regarding the alternate semester concept.

   We have met with students and employer representatives, to discuss the alternate semester co-op arrangement, throughout the academic year; a limited number of students and employers have expressed an interest in this arrangement and have encouraged us to continue our developmental efforts. Evaluative data was gathered from five (5) students and two (2) employers who had participated in this arrangement; the data, too, supports our continuing to develop the alternate semester arrangement as another creative option. A workshop, sponsored by the SB642 Consortium in which students, employer representatives and educators participated, was a highlight of this objective and provided us with valuable information on which to base future planning.

6. We will develop jobs for and place at least 50 students in alternate semester positions, some of which will be in foreign countries, during the 1974-75 academic year.

   During the 1974-75 academic year, we processed 5,768 job openings compared with 4,135 job openings processed during the 1973-74 academic year (a 25% increase). We developed 20 alternate semester work stations during the Spring 1975 semester which we feel, is a commendable effort; these positions are, primarily, in five disciplines (business finance, art advertising, engineering, human services, and science technology).

7. We will develop and begin to implement an articulation model in cooperation with representatives of the local high schools, neighboring four-year colleges and universities, employers and other community agencies during the 1974-75 academic year.

   This past year significant progress has been made in establishing strong articulation with representatives of the various related institutions. We attend at least monthly, vocational education meetings with representatives from the high schools in

Accomplishment of Objectives (Cont.)

the HBUHSD. We have developed strong contacts with the co-op and placement personnel at CSUF and UCI and with at least three employers have developed articulated co-op work stations which allow a student to continue their employment after graduating from GWC and while continuing their education at one of these two four-year institutions. The director served on a sub committee of the Joint Advisory Committee on Transfer Issues which made recommendations that may be adopted regarding the transfer of cooperative work experience credit from the California community colleges to the California State colleges and universities. We have hosted and participated in a number of manpower development meetings with representatives of the Manpower Commission, the local high schools, and the Regional Occupational Center in an effort to coordinate job development activities. We have assumed a leadership role in helping colleagues in the four-year institutions to develop viable co-op programs; our experience supports the thesis that the strong programs at the four-year institution enable us to negotiate a better articulation agreement for our students. This will continue to be a developmental objective for 1975-76.

8. We will design and implement an evaluation procedure for instructor/coordinators.

A group of instructor/coordinators served on a committee this year whose mission was to design an evaluation procedure; a recommended procedure has been developed and will be implemented during the 1975-76 academic year. Too, many of the recommendations of this committee were augmented and pilot tested during the Spring 1975 semester inasmuch as five of our part-time instructor/coordinators participated in an evaluation procedure with Ms. Hangley. The reports from those participating in this initial process were most favorable and reflected that the purposes of evaluation, to increase motivation and improve performance, were accomplished.

9. We will integrate the Volunteer Program into the Cooperative Education division and design and implement placement procedures similar to those followed in placing students in paid positions.

The volunteer service has been successfully incorporated into co-op. This service has exceeded our fondest expectation in providing good career guidance and solid volunteer job-related learning experiences. We appreciate, too, the continuing support provided this service by the Associated Student Body.

10. We will place 225 students in volunteer positions related to their educational and occupational objectives during the 1974-75 academic year.

Five hundred sixty-two (562) students were placed in volunteer positions this year; however, only 67 students, 14 percent,

Accomplishment of Objectives (Cont.)

were enrolled for co-op credit. Fifty-eight percent of the volunteer placements were major-related. We will initiate a new referral policy which, hopefully, will result in a greater number of volunteers enrolling for co-op credit during 1975-76.

11. We will develop and implement a referral system by October, 1974 whereby volunteers who qualify can be registered for cooperative work experience credit.

One of the primary purposes of merging the placement function, including volunteer, and the co-op function was to provide an increasing number of students an opportunity to receive work experience credit. We are pleased to report a 52% increase in the number of job placements resulting in enrollment for co-op credit this year as compared with last year; 235 students entered the co-op work experience program as a result of being placed in a job by the college placement personnel.

12. We will serve the profession through participating on the Joint Advisory Committee on Transfer Issues and the Standards Committee of CAWEE.

Golden West College was represented on both the subcommittee on Work Experience of JACOTI and the Program Standards committee of CAWEE. The subcommittee has made the recommendation that the transfer of work experience units to the California State Colleges and Universities be in accordance with Executive Order 167; recommend up to 16 units of transfer elective credit if approved by the community college. Instructor/coordinator evaluation was the major accomplishment of the Program Standards Committee.

13. We will gather evaluative data throughout the 1974-75 academic year for each of our identified objectives so that our year-end report to the Consortium will accurately reflect our experiences.

Attached to this report are various statistical data reflecting the activity within the Co-op division. These reports are shared with appropriate college staff as an aid in curriculum planning and career guidance. We will continue to refine our data gathering procedures as a way of gaining even greater insight so as to provide an even more viable co-op service to our students and employers. We are still not happy with the reporting procedures on placement activity being followed by the faculty. We are continuing to explore ways of gathering this information so as to offer an even more inclusive picture of the college's placement activity.

Hartnell College
Curriculum Committee
April 22, 1975, Tuesday
3 p.m. - Room 7

PRESENT: Berdan, Braverman, Christiansen, Crosby, Harrell, Jones, Lee, Lien, Palmerton, Skinner, Wiens, Willits

ABSENT: Holt, Delley, McDonald, Rasmuson, Seymour, Spier

GUEST: Jerry Kjeldgaard

Dr. Berdan called the meeting to order at 3:07 p.m.

MINUTES

The minutes of April 8, 1975 were approved.

PLACEMENT OF RODEO

Dr. Braverman questioned the placement of "Rodeo" under Animal Science and asked if anyone had looked into the placement of this course at other institutions.

Dr. Braverman moved and Mr. Crosby seconded to add another group to the Agricultural courses entitled "Rodeo" and that it be kept in the Agriculture Department. Dr. Christiansen agreed to the motion.

MOTION CARRIED

THEATRE ARTS 34

Action on this item was postponed.

COOPERATIVE EDUCATION 99

Mr. Kjeldgaard presented a proposal to reclassify 8 out of a total of 16 units to the Cooperative Education 99 series. The 99 series would indicate to four-year schools that Hartnell College recommends these 8 units as transferable electives within the major. Participating Cooperative Education faculty members in harmony with the employers will designate and decide upon the acceptability of the educational performance contract in terms of its transfer status. Under Executive Order 167, Hartnell College has the right to designate the transfer series. Cooperative Education 99 now falls into the transfer area for a total of 8 units.

Dr. Lien moved and Dr. Braverman seconded that Cooperative Education 99 be adopted with no more than 8 units.

MOTION CARRIED

POLITICAL SCIENCE 99

Dr. Willits mentioned that since we have now approved a 99 series in all departments under Cooperative Education, that perhaps Political Science 99 (the only course listed in the catalog with a 99 number) be renumbered.

Dr. Braverman moved and Miss Palmerton seconded that Political

POLITICAL SCIENCE 99 (Cont.)

Science 99 be renumbered Political Science 89, "Municipal Public Relations."

MOTION CARRIED

CERTIFICATE PROGRAM IN RECREATION

There being no member from the Physical Education Department present, action on this item was postponed.

Meeting adjourned at 3:40 p.m.

NPB:lr

CALIFORNIA CONSORTIUM ON COOPERATIVE EDUCATION UNDER SENATE BILL 642

District and College: Hartnell Community College
156 Homestead Avenue
Salinas, CA 93901

Hartnell Community College
156 Homestead Avenue
Salinas, CA 93901

College Representative: Jerry Kjeldgaard

A. Objectives Statement:

The 1974-75 objectives were focused on the expansion of the Cooperative Education Program to service 300 students or more for the academic year. Three hundred and twenty-seven (327) students representing 18 academic disciplines were enrolled in our Cooperative Education Program. In addition to this, approximately 1,300 students were enrolled in Hartnell College's Work Experience Program.

In order to improve the instructional validity of Cooperative Education, we set the goal of reclassification for eight (8) units of transferable credit to the four-year colleges. On April 22, 1975, the Hartnell College Curriculum Committee officially reclassified eight (8) units of Cooperative Education to the 99 series (transferable credit to the four-year colleges--See Appendix A).

Hartnell College, through Senate Bill 642, made a commitment to pursue and participate in the European Education Summer Plan. Four students from our school participated in the summer program and are currently working in Germany, Belgium, France, and the Canary Islands.

B. Progress and Plans for Implementing Stated Objectives:

1. College Catalog Listing--Cooperative Education is now listed within every discipline in the catalog with a total of 16 units of credit of which eight (8) units will be transferable to the four-year colleges and universities based upon the authorization of the director and the supervising faculty coordinator.

2. Student Awareness and Involvement--Cooperative Education is currently being promoted under the auspices of HEW funding. Faculty members are recruited to work in the program and take time from their classes to discuss the nuances surrounding participation.

3. Faculty Involvement--During the 1974-75 academic year, twenty-seven (27) faculty members were recruited to work in the program by assisting in developing job slot availabilities and supervising the 327 students enrolled in the program. The instructor/coordinator's role placed emphasis on:

   a. Advising students on a one-to-one basis.
   b. Assisting students in setting measurable objectives each semester.
   c. Assisting employers in evaluating the students progress in meeting stated objectives.

4. Administration Involvement--Full administrative support has been a key factor in the successful development of Cooperative Education. The Board of Trustees commended the thrust of Cooperative Education at its April meeting, and it was stated at that time that Cooperative Education was one of the most positive programs on campus.

5. Probably one of the most important objectives set forth in 1974-75 was the establishment of a permanent Cooperative Education program. It appears at

this time that the 1,300 students currently enrolled in Work Experience will eventually become part of the Cooperative Education thrust with emphasis on quality control and close faculty supervision. In the past, Work Experience students have not had to identify measurable performance objectives and were visited only once per semester--with additional fiscal support combined with academic flexibility, we are hopeful that each student enrolled in Cooperative Work Experience will have an opportunity to spend a minimum of four hours per semester with their faculty coordinator. It is our hope that Cooperative Education and Work Experience will combine into one complete program.

6. Statewide Involvement--Hartnell College was responsible for developing a comprehensive statewide survey on Cooperative Education to identify the "State of the Art in California." The results of this survey are reflected in Appendix B.

7. Development of a Career Planning Center--The Office of Cooperative Education was responsible for a visit by the counseling and administrative staff to the career center at Coast College in Costa Mesa. Through the academic year 1974-75, the Cooperative Education Program provided secretarial support services and career information materials in the office of a designated career counselor. This district wide library was utilized for basic employment information and curricula materials for Cooperative Education.

CALIFORNIA CONSORTIUM ON COOPERATIVE EDUCATION
UNDER SENATE BILL #642
Progress Report, 1975-76

District and College: Peralta Community College District
Merritt College
12500 Campus Drive
Oakland, California 94619

College Representative: Carolyn Schuetz
Director, Cooperative Education

A. Objectives Statement:

Merritt set the following objectives for 1974-75

1. Implementation of eight-unit alternate semester plan, particularly in technical areas and in the savings and loan industry.

2. Collection and review of data on alternate plan from other Consortium members and from other California Community Colleges.

3. Planning and implementation of employer session on alternate plan.

4. Statistical study of Cooperative Education student performance at Merritt.

5. Involvement of those colleges identified as "feeder colleges" associated with Merritt.

B. Progress and Plans in Implementing Objectives

1. The alternate semester option was not widely used by students at Merritt in 1974-75. Job development efforts were not very successful - probably the combined result of the general recession and of inadequate education of employers and students as to the advantages of this pattern. The savings and loan industry representatives decided that participation in alternate plan was premature for 1974-75.

   The one area of success for alternate plan was in Merritt's Urban Chemical Technology program. With the cooperation of the instructor of that program, six full-time placements in industry were created for the Spring Semester 1975. All students successfully completed these internships.

2. The Merritt representative developed three questionnaires for the collection of data on the alternate plan of Cooperative Education. (See attached forms)

   Student and employer forms were to be distributed by Consortium colleges to those participating in the alternate plan. To date 8 employer forms and 13 student forms have been submitted. A number of forms are still outstanding, and additional forms will be collected from 1975-76 participants.

   An additional questionnaire was submitted to those California Community Colleges that expressed the intent to use alternate plan in the statewide Consortium survey this year. Forms were sent to thirty-seven (37) colleges. To date, fifteen (15) have been returned. These were only mailed in mid-June, so further response is anticipated.

   Inconclusive data so far seems to indicate that the alternate plan is suitable and desirable for some curriculum fields in some geographical areas, but that the plan is not currently being used very widely.

3. The Merritt representative had the major responsibility for arrangements for the Consortium employer meeting on the alternate plan held in San Francisco, March 7, 1975. All Consortium colleges invited employers and participated in conducting the program.

   Results of this meeting are reported elsewhere in the annual report.

4. The Spring 1974 academic records of Merritt Cooperative Education students were analysed. Results are reported in the attached chart. The information indicates that Cooperative Education students complete more course units and have a higher grade point average than a comparable random sample of Merritt students. The dropout rate in the Cooperative Education course itself is also lower than the general college dropout rate.

   Reasons for this higher performance have not been objectively tested. Most likely students who are working and studying are already a more highly motivated group than the casual Merritt student. However, it is hoped that the counseling and direction provided by the Cooperative Education program also encourage completion and high performance in college work.

5. Two meetings were held on the Merritt campus for the feeder colleges - College of Alameda, College of Marin, Los Medanos, Ohlone, San Francisco City. All participated except San Francisco, whose director was on leave. Ideas were exchanged and some suggestions for field - testing were developed.

C. Objectives for the 1975-76 College Year

1. Merritt will continue its attempts to develop a viable alternate semester plan.

2. Responsibility for data gathering related to the alternate semester plan will continue to be Merritt's. Analysis of this data will be made at the end of 1975-76.

3. As savings and loan and banking curricula expand at the college, the Cooperative Education program will become more involved with job development in these programs.

4. An attempt will be made to develop short-term employment opportunities as "mini alternate semesters". For example, Christmas or spring vacations, or short-term summer employment within or external to the college summer session.

5. Some Coop coordination will be shared by colleges within Merritt's "feeder" cluster. Large employers requiring central visitations are being identified, and forms will be exchanged for proper implementation.

6. Merritt plans to waive the distinction between "general" and "vocational" work experience for 1975-76. All students will be allowed to enroll in work experience so long as they develop meaningful work objectives and have valid educational goals. A study will be made of a "control group" of students who would have been classified as "general" under Title V. Special career counseling efforts will also be made for that group.

7. It is expected that Merritt's Cooperative Education program will be integrated into a newly created Career Center at the college. Therefore, one of the goals will be to take a leadership role in coordinating placement, counseling and other college services toward an umbrella of effective career education.

ACADEMIC PROGRESS
Cooperative Education Students
Merritt College
Spring Semester 1974

	# of Students completing course	Current GPA	3.5 & above		Below 2.0		Avg. Units completed	Drops	
			#	%	#	%		#	%
Admin. of Justice	40	3.02	10	25%	1	3%	11.25	5	13%
Co-op 99	269	2.99	66	25%	4	1%	10.87	34	14%
Labor/ Urban Studies	77	2.98	18	25%	1	1%	11.75	2	3%
Public Schools	66	3.45	31	47%	0	0%	10.94	4	6%
Co-op 98	48	2.86	8	17%	1	3%	10.46	3	6%
Business	38	2.98	10	26%	0	0%	10.89	7	18%
Nursery School	34	3.19	16	47%	1	3%	10.60	3	9%
Comm. Soc. Ser.	6	3.30	4	67%	0	0%	13.33	0	0%
TOTAL Percent Average	578	3.05	163	28%	8	1%	11.00	61	10%
General Merritt Student Body	Random Sample of 499 stud.	2.16	111	22%	12	2.4%	5.35	143	29%

CALIFORNIA CONSORTIUM OF COOPERATIVE EDUCATION

UNDER SENATE BILL #642

District and College: Coast Community College District
Orange Coast College
2701 Fairview Road
Costa Mesa, California 92626

College Representative: James E. Garmon
Director, Cooperative Education

A. Objectives Statement

Orange Coast College will attempt to develop the alternate semester program to include other business (in addition to those already participating), community service organizations, and overseas programs. Orange Coast plans to include at least fifty new students in these programs during the 1974-75 year. Special emphasis will be given to involving the disadvantaged, minority, and women students who are interested in exploring new career possibilities for themselves.

Since the alternate semester is a new concept for the California Community Colleges, Orange Coast will develop an aggressive program to acquaint the community, students and employers about the advantages of this program.

B. Progress and Plans for Implementing Stated Objectives related to the following points:

(1) Curriculum Committee:

During the Fall semester, 1974, we will present the plan of Senate Bill 642, and present a plan for approval for implementing the eight-unit cooperative education option for students. Our target for making the program available to students is mid-term, Fall Semester, 1974.

(2) Catalog Listing:

Following Curriculum Committee approval, a description of the program will be prepared to be included in the 1975-76 college catalog. The course description will apply to all major programs.

(3) Student Awareness and Involvement:

Using the mid-term as a target, publicity and student recruitment will begin with the start of the Fall semester. Job availability will be announced through weekly announcements, and through the 100 instructor/coordinators via the inservice training workshop at the beginning of the Fall semester.

(4) Faculty Involvement:

During the Spring semester, 1974, two instructor/coordinator workshops were held, involving about 100 faculty. Senate Bill 642 and the Orange Coast involvement were discussed. The concept is well received and has been the basis for at least one faculty sabbatical leave request which is to take place during the Fall, 1974, semester. For our opening faculty workshop in the Fall, additional information and publicity will be provided to stir interest.

(5) Administration Involvement:

Administrators at Orange Coast, including Admissions and Records Dean, are aware of Senate Bill 642 and its implications for enrollment, attendance reporting, auditing, etc. While not convenient, it is possible at Orange Coast to enroll a student most any time of year. This is very helpful for enrolling students who are placed at work stations after the normal registration cutoff date and allows some flexibility in starting programs tailored to the individual.

We have placed two students in overseas assignments and have investigated ways of developing additional stations, which appear to be abundant.

(6) Community and Employer Involvement:

Orange Coast has included the alternate plan in its dialogue with community employers for over 3 years. Our experience indicates that employers are very willing to participate in such plans. Otis Elevator Company, N.A.S.A. - Edwards AFB, Xerox, and Philco-Ford are among leaders who employ the program.

C. Objectives for the 1974-75 College Year

Orange Coast will continue to pursue the goals and objectives set down in the original proposal. In addition, we plan a special exploratory program to be developed by our Career Center Volunteer Bureau. Specifically, our objective is as follows:

> During the 1974-75 college year to develop twenty (20) work stations in community service programs, that are volunteer in nature. These work stations will focus upon community service needs specifically for the handicapped.

JEG/jt

California Consortium on Cooperative Education Under Senate Bill 642

Progress Report, 1974 75

District and College: Coast Community College District
Orange Coast College
2701 Fairview Road
Costa Mesa, California 92626

College Representatives: James E. Garmon
Associate Dean
Director, Career Development Center and
Cooperative Education

David G. Price
Coordinator, Career Development Center and
Cooperative Education

Phyllis A. Bruns
Coordinator, Cooperative Education

A. Objective Statement

Orange Coast set the following objectives for 1974-75:

1. Continue development of the eight-unit alternate semester plan in business, community service and oversees programs.

2. Develop special emphasis programs to involve the disadvantaged, minorities and women who are interested in exploring new career possibilities.

3. Develop an aggressive program to acquaint the community, students, and employers about the advantages of the alternate term form of Cooperative Education.

B. Progress and Plans in Implementing Objectives

1. Development of the alternate plan has required some re-appraisal to determine why it might be attractive to students and employers and what curriculum styles might support it. The language of Senate Bill 642 has encouraged exploration of educational plans that are new, natural and future-looking:

   a. career re-entry programs for women
   b. career exploration for disadvantaged students
   c. public service programs involving volunteers
   d. recognizing the role of employers as adjunct educators
   e. allowing all new curriculum patterns favorable to a range of varying length alternate periods of work away from college

In December, 1974, Phyllis A. Bruns was employed as a coordinator of Cooperative Education with the assignment of expanding the alternate plan.

2. We are currently working with nine faculty representatives, representing a cross section of career areas, to develop new curriculum favorable to some form of the alternate plan, and to develop fifty new work stations for the 1975-76 college year. Disciplines involved include:

Career Area	Faculty Representative
Literature and Languages	Jay Zimmerman
Business Management	Stan Pine
Business	Nancy Rubinstein
Drafting	Linden Orgill
Technology	Steve Robinson
Fine Arts	Wayne Tennant
Preschool Education	Glenda Riddick
Display and Visual Promotion	Van Romans
Architecture	Larry Wood

3. Four employer workshops have been hosted in the Career Development Center this year. Faculty and students interact with employers in probing careers, work, and cooperative education. Our objective is to build a strong base of employers with whom we share a common language and understanding about cooperatiave education and the alternate plan. Workshops have focused upon insurance, electronics, public administration and building construction.

4. Volunteering is a historical element of American culture and is recognized as a vehicle for career exploration into the many growing public and social services. In joint cooperation with the Associated Students we are expanding alternate period work projects in social services and education involving humanities majors. We are close to achieving the goal of twenty-five placements in some form of alternate plan by fall, 1975.

5. Summer is seen as a special alternate work period for special seasonal career fields including recreation, agriculture, sociology, counseling and education. Approximately twenty-five students are currently on the plan.

6. A unique exploratory work experience plan provides career exploration for 125 high school juniors and seniors who are taking a summer session of study at Orange Coast College. Students in the program are matched by life style interest to one of several career areas promising growth during the coming years in Orange County. Students attend class during morning hours and are bussed to jobs with coop-

erating agencies to work afternoon hours. The program provides at least eight weeks of wrok experience during the summer.

Objectives for 1975-76

Cooperative Education is a part of the Career Development program at Orange Coast College, which includes vocational counseling services, a career resources library, a volunteer bureau and a job development-employment service.

The Cooperative Education concept centers upon the value of work as a learning activity, the growth of the individual student as a person and recognizes the worth of the partnership between employers and educators in assisting the learner to grow and develop.

The following objectives include those for counseling and employment as well as cooperative education.

Counseling

1. To develop a series of media packages on careers as a faculty fellowship.
2. To develop a plan for "year-round" enrollment for students in non-traditional courses.
3. To develop publicity and information favorable to "Rapid Re-entry" programs offered at Orange Coast College that offer some hope of employment after one year of training or less.
4. To develop a Career Development Workbook which is designed to allow students to determine their pattern of interests, skills, and priorities so that career development can proceed on an individualized basis.
5. To produce a Community Career Resource book which lists information about training and educational opportunities in community colleges, R.O.P., adult education, proprietary schools and other non-traditional colleges in Orange County.
6. To produce a Career Center Counseling newsletter for use by counselors and staff to share relevant current counseling information.

Cooperative Education

1. To develop at least fifty additional alternate plan student placements.
2. To develop and publish a guide for use by students, faculty and employers describing how to establish alternate plan curricula.
3. To develop a brochure defining the cooperative education employers role.
4. Under the special provisions of Senate Bill 642, to make cooperative education participation available to at least 100 non-occupational majors involved in public service volunteer activities.
5. To improve the instructor/coordinator management and evaluation program initiated this year, so that 95% of the instructor/coordinators complete the procedure successfully.

6. To continue supporting growth of a K-14 articulation between Orange Coast and high schools by conducting a minimum of two communications workshops on career education.
7. During the 1975-76 year a major goal will be to expand the community of employers who participate in the cooperative education program. In a series of workshops we will host at least one hundred employers of cooperative education students.
8. To encourage the growth of associate student awareness of career opportunities through cooperative education. During the first three weeks of each semester a student survey will be directed at faculty and first term students to better inform them about cooperative education.

Employment

1. To develop a data system to aid in matching students to cooperataive education work stations, to be tested during the summer, 1976.
2. To develop a range of self-instructional packages concerning employment applications, resume writing, job interviews, and other aids to gaining employment.
3. To develop a program for producing work histories, resumes and a resulting student file useful in building follow-up data on graduates.

Communication

1. During the 1975-76 year to develop a minimum of five articles for newspaper publication describing the Career Center services two of which emphasize cooperative education employers.

Special Project: International Community Development Project

Orange Coast College is developing an International Community Development Project whose primary objective is to provide a cooperative system of technical assistance to a human settlement, particularly the physical requirements for housing, work, energy supply, transport, communications, water and sanitation and services for education, health, protection and welfare.

This project can serve as an on-going workshop in community development so that cooperative education students can learn by directly applying the technical skills and knowledge acquired in school to real situations of immediate problems of physical, social and ecological survival.

Project Goals

1. To provide students with the latest and most accurate information available concerning life-support technology and bio-social survival through vocational and academic curricula, seminars, workshops and training sessions by faculty and field experts. O.C.C. will provide the resources and facilities to sponsor and coordinate the conduct of the on-going pre-services and in-service program with other cooperating agencies.

2. To provide the opportunity for students to directly apply skills acquired to the conduct of the training program.
3. To provide the foundation in human services programs which can be continued by students pursuing advanced degrees at colleges and universities with which the program has been articulated.

How the Project Will Extend Learning Process

1. By providing an external way for students to translate, integrate and appreciate culturally different ideas into their own life experiences through a work/study environment.
2. By illustrating how students can relate their academic and technical studies to practical situations of immediate problems of physical, social and exological survival.

PASADEN CITY COLLEGE
1570 EAST C(ORADO BOULEVARD
PASADENA, CALIFORNIA 91106

December 16, 1975

STUDENT PERSONNEL SERVICES
TELEPHONE (213) 578-7391

CALIFORNIA CONSORTIUM FOR COOPERATIVE EDUCATION
UNDER SENATE BILL 642

Accomplishment of Stated Objectives, School Year 1974-75

- District and College: Pasadena City College
  Pasadena Area Community College School District
  1570 East Colorado Boulevard
  Pasadena, CA 91106

- College Representative: Ralph Gutierrez, Coordinator
  Cooperative Education and Placement Servi

- Accomplishments:

  - Inservice meetings for the Cooperative Education and Placement Staff are held on a monthly basis to keep abreast of changing procedures, and to keep the staff current on newly developed concepts of Cooperative Education and registration procedures, as well as progress of the Consortium School activities.

  - A seminar entitled "Cooperative Education - Training The Trainers" was held March 10-11 and 13-14 at the Westward Ho Steak House in Pasadena. Four of the nation's top consultants were present to speak:

    - Dr. George Probst, Executive Director
      National Commission for Cooperative Education
    - Dr. Dudley Dawson, National Commission for
      Cooperative Education
    - Dr. Lynn Coburn, Director Cooperative Education
      Ft. Lewis College, Durango Colorado
    - Dr. Earl Carnes, Professor of Educational Counseling,
      USC

  - A Student/Employer Workshop entitled "Tapping Our Resources" was held in conjunction with Pasadena City College and Jet Propulsion Laboratory in Pasadena. The seminar was held at the Laboratory, and various topics were discussed.

  - Employers from various companies were present to express their feelings about the program and exchange ideas on how to better the program for the benefit of the student and the employer.

  - On site TV coverage for five total days of workshops held at Jet Propulsion Laboratory and the Westward Ho Steak House. These tapes are available in the TV library of Pasadena City College, upon request.

- Inservice For Coordinator

- The Department of HEW in Washington requested Mr. Gutierrez to help with the revision of Application Forms and Instructions for the 1975-76 fiscal year.

- California State University, Fullerton requested Mr. Gutierrez to serve as a member of a panel for a Workshop at the Employer Institute.

- Mr. Gutierrez served as a Consultant in Sacramento for the Chancellor of the California Community Colleges Office. He participated as a member of a review team to review and evaluate Community College applications for funds under the Vocational Education Amendments of 1968.

- Mr. Gutierrez was present at the E.P.D.A. (Educational Personnel Development Act). He gave a presentation on the progress of the California Consortium Under Senate Bill 642 at a statewide convention.

- Mr. Gutierrez served as a speaker on the topic of Higher Education at CAWEE (California Association of Work Experience Educators).

- Mr. Gutierrez was Chairman in St. Louis Missouri at a seminar entitled "Your Future In Cooperative Education."

- Mr. Gutierrez participated in a seminar entitled "Action Learning Colloquium" at El Camino College.

- Mr. Gutierrez participated in a Career Planning seminar held at La Verne College.

- Mr. Gutierrez and colleagues participated in the 1975 California Personnel And Guidance Association (CPGA) convention in Fullerton.

- Mr. Gutierrez represented Pasadena City College at a Community College Workshop on Senate Bill 642. A review of progress and a look at what is ahead was the topic of discussion.

- Mr. Gutierrez attended a seminar in San Francisco entitled "A Western Regional Cooperative Education Institute."

- Mr. Gutierrez was selected to participate in the annual convention of the Association of Mexican American Educators, Inc., held at the Hyatt Regency Hotel in Los Angeles.

- Mr. Gutierrez attended a seminar at Ft. Lewis College in Durango Colorado. He was on a panel and his topic was entitled "Junior College Programs for the Liberal Art Student."

- Dr. DiMassa attended the Society For Field Experience Conference.
  - Conducted workshop on "Field Experience Education and Funding"
  - Member of MEDIA Committee
  - Member of Nominating Committee

- Dr. DiMassa planned, coordinated and organized the Colloquium IV, Cooperative Education and Field Experience for El Camino College in Torrance, California.
  - Spoke on "The Evolving Aspects Of Community Action and Development In Higher Education."
  - Served on panel entitled "The Liberal Arts and Cooperative Education At Pasadena City College."

- Dr. DiMassa served as a Consultant and resource person to Special Services for Disadvantaged Persons Programs, and Community Services and Continuing Education Programs for the Regional Office of Education, San Francisco, California.

- Dr. DiMassa served as a consultant and workshop leader on the subject of "Integration For The Institute For Multi-Cultural Education"in Los Angeles and San Diego.

- Dr. DiMassa served as a consultant to the Experiential Learning Institute (Pasadena). The Federal ACTION Program in San Francisco, and Academic Overtures, Inc., (Pasadena) on the subject of Experiential Learning in Higher Education.

- Drs. DiMassa and Osoff, and Mr. Gutierrez served as consultants and resource persons for West Los Angeles's College Career Education Program.

- Innovative Exploratory Television Methods Developed by Dr. Cecil F. Osoff

- The purpose of these shows for inservice use by students and teachers in the classroom. Seven half hour shows deal with Placement Services of the students, plus daily TV coverage of job opportunities shown on campus at key locations. These programs have Leen developed by Dr. Osoff, former Coordinator of Instructional Television, Los Angeles Community College.

- Dr. Osoff in cooperation with the Pasadena City College Communications Department, the Cooperative Education and Placement Services has produced the following video tapes:

  - On Campus Services
  - For The Real World - Show One
  - For The Real World - Show Two
  - Surviving In The World Of Work - I
  - Surviving In The World Of Work - II
  - Surviving In The World Of Work - III
  - Surviving In The World Of Work - IV
  - Surviving In The World Of Work - V

- Cooperative Education has had many TV tapes produced both closed-circuit for classes as well as shows to be shown on network stations.

- The shows number 19½ hours presentations on topics dealing with:

  - Counseling sessions with students
  - Employers and the student evaluations
  - What is Coop Ed?
  - What is Placement"
  - How do you find a job?
  - Role playing for jobs
  - (5) shows on Surviving In The World of Work in the areas of:

    - Business
    - Banking
    - Speech
    - Drama
    - Journalism
    - Volunteers
    - National, state and local status of Cooperative Education

- Other shows highlighted the Cooperative Education and Placement Staff working with students.

14000 FRUITVALE AVENUE SARATOGA, CALIFORNIA 95070 (408) 867-2200

WEST VALLEY
JOINT COMMUNITY COLLEGE DISTRICT

October 8, 1974

CALIFORNIA CONSORTIUM FOR COOPERATIVE EDUCATION
UNDER SENATE BILL 642

District and College: West Valley College
West Valley Joint Community College District
14000 Fruitvale Ave.
Saratoga, CA 95070

College Representative: Clyde D. Reyes
District Director, Cooperative Education

A. Objective Statement:

As an innovative contribution to the intent of Senate Bill 642, West Valley College will further expand its overseas cooperative education program as part of the Language Arts Division Curricula. Focus will be placed upon:

1. New overseas job stations
2. Recruitment of additional foreign speaking instructor coordinators
3. Manualization of the program and procedures
4. Strict detail to insurance coverage and contract forms
5. Implementation and development of a Career Development and Communications Center

B. Progress and Plans for Implementing Stated Objectives:

1. Increase Language Arts Work Experience enrollment by 300% by the end of the 1974-75 school year by development of overseas contacts which will lead to meaningful jobs.
2. Raise the faculty/advisor participation in overseas cooperative education from two (2) to five (5) by the end of the school year through active recruitment brochures and an off-campus in-service training seminar.
3. Prepare a procedures manual which will outline the fundamentals of divisional cooperative education programs. The manual will be completed by September 1975 and presented to the Division Chairman for Language Arts and the Director of Cooperative Education. The manual will serve as a model for the remaining six (6) divisions at West Valley College.

JAMES P. HARDY, *Superintendent/President*
GOVERNING BOARD
ROBERT W. BRYDON, *President*
DONALD E. LINDSTROM, *Vice President* WILLIAM H. GOULD, *Clerk* WILLIAM H. CILKER FOSTER S. LOPES ROBERT A. SORENSEN MILDRED H. WHARTON

4. Since students are not covered by traditional forms of work insurance every effort will be made to seek and identify other options which will protect all participating parties in accordance with California State Law.

5. A Career Development and Communications Center dealing with immediate and far reaching student needs will be presented to the Superintendent/President by January, 1975 for implementation by September, 1975. An input device will be developed to garner all institutional opinions and needs relevant to the components of community, students and institution to include overlapping elements of these three sectors.

C. Maintenance of Continuing Cooperative Education Programs:

West Valley College will continue to seek refinement to existing cooperative education programs and inject experiments to the extent that program quality will not suffer.

14000 FRUITVALE AVENUE SARATOGA, CALIFORNIA 95070 (408) 867-2200

WEST VALLEY
JOINT COMMUNITY COLLEGE DISTRICT

July 9, 1975

CALIFORNIA CONSORTIUM FOR COOPERATIVE EDUCATION
UNDER SENATE BILL 642

Accomplishment of Stated Objectives, School Year 1974-'75

District and College: West Valley College
West Valley Joint Community College District
14000 Fruitvale Ave.
Saratoga, CA 95070

College Representative: Clyde D. Reyes
District Director, Cooperative Career Educatio

Objective Statement 1:

Increase Language Arts Work Experience enrollment by 300% by the end of the 1974-'75 school year by development of overseas contacts which will lead to meaningful jobs.

Accomplishment of Stated Objective 1:

Despite international economic instability, the number of work experience jobs made available this year increased almost 100%. Ninety three students are currently on international work assignments as opposed to fifty for this same period last year. Efforts to develop more stations were greatly hampered by imposed "no-foreign workers" moratorium in several countries beset by high national unemployment.

Objective Statment 2:

Raise the faculty advisor participation in overseas cooperative education from two to five by the end of the school year through active recruitment brochures and an off-campus in-service training seminar.

Accomplishment of Stated Objective 2:

This district has expanded assigned time for special coordination of the International Work Experience Program from 1/2 coordination to the equivalent of full-time release between two foreign language instructors who have been assigned responsibility for the program.

JAMES P. HARDY, *Superintendent/President*
GOVERNING BOARD
ROBERT W. BRYDON, *President*
DONALD E. LINDSTROM, *Vice President* WILLIAM H. GOULD, *Clerk* WILLIAM H. CILKER FOSTER S. LOPES ROBERT A. SORENSEN MILDRED H. WHARTON

Objective Statement 3:

Prepare a procedures manual which will outline the fundamentals of divisional cooperative education programs. The manual will be completed by September 1975 and presented to the Divison Chairman for Language Arts and the Director of Cooperative Education. The manual will serve as a model for the remaining six divisions at West Valley College.

Accomplishment of Objective Statment 3:

A comprehensive faculty and student cooperative education procedures manual consisting of rules and regulations, objective setting information, timelines, responsibilities, etc. has gone to press as of this date and is slated for completion mid-August, 1975.

Objective Statement 4:

Since International Work Experience students are not covered by traditional forms of work insurance, every effort will be made to seek and identify other options which will protect all participating parties in accordance with California state law.

Accomplishment of Stated Objective 4:

This district negotiated provisions for special student insurance riders which were made available for purchase by students who enrolled in and participated in International Work Assignments. These riders were negotiated with the districts student insurance company for three dollers per every $5,000 worth of insurance. Every student placed on international assignment is required to purchase at least one rider prior to departure.

Objective Statement 5:

A Career Development and Communications Center dealing with immediate and far reaching student needs will be presented to the Superintendent/President by January, 1975 for implementation by September, 1975. An input device will be developed to garner all instutional opinions and needs relevant to the components of community, student and institution to include overlapping elements of these three sectors.

Accomplishment of Stated Objective 5:

West Valley College will implement a Comprehensive Cooperative Career Center concept which shall consolidate the Student Placement office, Work Study Coordinator; Job Development, Data Research, Communication Services; Career resource library, planning/conference facilities and career studies classroom under the umbrella of Cooperative Education beginning mid August, 1975.

II. INNOVATIONS

Introduction

One of the Consortium goals is to design, implement, and evaluate innovative cooperative education programs. In this regard the Consortium colleges have addressed a number of innovations this year. A brief synopsis of each of the major innovations followed by supporting documentation provide the format for this chapter.

Alternate Semester Plan

The Consortium members have been developing the alternate semester component of their respective programs as is reflected in many of the colleges' objectives; this has allowed some field testing of this arrangement to determine its feasibility for community colleges. Additionally, the Merritt College representative coordinates with the California Community College Chancellor's Office in an attempt to gather information from other community colleges who are implementing the alternate plan; questionnaires were developed and a limited survey was conducted this year. (Please see the documentation immediately following the synopses.) Finally, in an effort to study the feasibility of this concept for community colleges, the Consortium conducted an employer workshop. (The minutes of this workshop are contained in the documentation in this chapter.) Inconclusive data so far seems to indicate that the alternate plan is suitable and desirable for some curriculum fields in some geographical areas, but that the plan is not currently being widely used in the California community colleges. We will continue our research throughout the life of the Consortium.

Instructor/Coordinator Evaluation

The Consortium members are most concerned that all program development reflect sound educational standards. We realize that, to a great extent, quality programs result from a college having strong instructor/coordinators who are committed to the philosophy of cooperative education and whose performance is truly professional. In this regard two of the Consortium colleges, Golden West and Orange Coast, designed and began the implementation of an evaluation procedure for their instructor/coordinators. (Please see the documentation at the end of this chapter.) It is felt that the evaluation process is integrally related to in-service training and, as such, will serve to enhance the performance of each of the professionals involved.

Comprehensive Co-op Models

A number of the Consortium colleges are developing comprehensive co-op organizations, at their respective campuses, which represent the organizational alignment of a number of related functions including: vocational guidance, job development, placement, volunteer bureau, cooperative work experience, financial aids, and special assistance (EOPS). Responses from staff members, student, and employer

representatives reflect that this functionally related organizational structure enables the colleges to better serve their students and the employers in their respective communities. Some sample organization charts are included in the documentation at the end of this chapter.

Related Instruction

The Consortium members affirm the educational value of job-related classroom instruction opportunities on such subjects as human relations, effective communication, goal-setting, interviewing techniques, resume development, job search, labor market analysis, and career choice. We feel that these learning opportunities are appropriate for all students and that, certainly, co-op students should be encouraged, on an optional basis, to enroll for the job-related classroom learning experiences that they feel would be most helpful. It is our position that enrollment in these classes should not be limited, however, to co-op students and that additional units of credit should be awarded for these valuable learning experiences. A review of the documentation at the end of this chapter will reflect that a number of the participating colleges have developed or are developing these instructional units on a modular basis which facilitates student participation.

International Co-op

West Valley College has spearheaded an exciting international co-op program which involved 96 students from various Consortium colleges during the summer of 1975; this was almost double the number of students who participated during the summer of 1974. The jobs performed by the students were located throughout Switzerland, Norway, Germany, Canary Islands, and Belguim. It is likely that this program, considered by the Consortium to be one of our significant successes, will be expanded during 1976 to include Mexico and other Latin American countries. The year-end report on this program, included in the documentation at the end of this chapter, reflects some of the developmental problems we are experiencing as well as a summary of the related financial considerations.

Blending General and Occupational Co-op Work Experience

At least two of the Consortium colleges are gathering data which will be helpful in testing the hypothesis that all work experience relates to the students' educational and/or occupational objectives; thus, the distinction, as defined in Title 5 of the California Administrative Code, between "general" and "occupational" cooperative work experience education is unrealistic. It is felt that all students should be eligible to earn up to 16 units of work experience if the following criteria are met: educational and occupational objectives are identified as a part of the pre-enrollment process and it is determined that the student's job will help achieve these objectives; learning objectives are identified each semester a student enrolls for work experience credit enabling sound assessment of both the learning content of the job and the student's performance. The number of units of work experience credit for which a student is eligible should be based upon the learning content of the job.

Shared Coordination

Some of the Consortium members are experiencing with shared coordination. At least two models are being tested. In one model a college in one district will actualy hire a coordinator from another district to coordinate students from the first district who are working, generally on an alternate semester arrangement, in the geographical vicinity of the second district. In the second model all elements of the coordination procedure are accomplished by the college in which the student is enrolled except the field visit at the job site; the field visitation is accomplished by a coordinator from a college closest to the employer's location. The advantage and disadvantages, outlined in the documentation, are being analyzed to determine the feasibility of this innovation.

Short-Term Co-op Arrangements

One of the colleges is experimenting with granting credit for short-term work assignments; e.g., Christmas or Spring vacation, during an inter-session, short-term summer employment. Credit is granted based upon the learning content of the job and the number of hours worked. Another of the colleges is experimenting with granting credit to students for work assignments that last less than a full semester if the assigned instructor/coordinator is able to validate the experience with sound objectives and get a valid evaluation from the supervisor. The feasibility of these short-term arrangements will be determined through continued field testing.

Eight-Unit Elective Credit Concept

Presently, Title 5 restricts the granting of eight units for a single semester of work experience to those students who are enrolled in an alternate semester arrangement; however, Senate Bill 642 enables the Consortium colleges to grant up to eight units of credit in a given semester to students enrolled in either an alternate semester or a parallel co-op plan. The member colleges whose curriculum councils have approved this concept are working to further refine the learning objectives approach so as to insure the assessment of learning necessary to support the granting of this many units for a single semester of work experience. We are proceeding cautiously, however; to date, our instructor/coordinators and curriculum councils believe this concept is educationally sound.

Conclusion

We believe we are making good progress in designing, implementing, and evaluating a number of exciting innovations. The Consortium members, being committed to the development of educationally sound programs, will continue to field test each of these innovations before making recommendations that enabling legislation be passed to allow community colleges, statewide, to incorporate to concepts into their respective programs. It is felt by the Consortium members that we could profitably use a two-year extension of Senate Bill 642 to continue the field testing of these innovations and others that are presently just in the design stage; we plan to seek this continuing legislation during the 1975-76 academic year.

August 5, 1974

Miss Carolyn Schuetz
Director of Cooperative Education
Merritt College
12500 Campus Drive
Oakland, CA 94619

Dear Carolyn:

I have received a letter from Jerry indicating that you are representing the consortium on developing guidelines for the alternate semester plan.

We are just beginning to receive cooperative work experience plans for the next school year. At the present time, it is a bit early to fully assess the degree to which the alternate semester plan will be utilized.

We'll keep you informed as they begin to come in, and I hope you will keep us informed in the development of guidelines.

Best regards for the coming school year.

Sincerely,

Leland P. Baldwin, Assistant Chancellor
Occupational Education

LPB:km

cc: Ron Grant
Karl Strandberg

TO: DATE: June 15, 1975

FROM: Carolyn Schuetz, Director, Cooperative Education
Merritt College

RE: Alternate Plan Questionnaire for 1974-75

As you are undoubtedly aware, the California Consortium for Cooperative Education under Senate Bill 642 has been charged by the California Community College Chancellor's Office to gather data and make recommendations regarding the Alternate Plan of Cooperative Education. We would very much appreciate your response on the enclosed questionnaire. We hope to assemble some composite picture of the activities in alternate plan coop in California community colleges for 1974-75. We shall be incorporating the data in a report to the Chancellor's Office, and we shall also be sharing our findings with you.

Many of us indicated that we planned to use Alternate Plan Coop, but have found that we have had little or no enrollment in the program--for a variety of reasons. If this is true in your college, please indicate and comment on question #6.

Is Alternate Plan Coop a viable plan for California community colleges? Please respond and help us find out!

Thank you.

nc

EMPLOYER EVALUATION
ALTERNATE SEMESTER PLAN
COOPERATIVE EDUCATION
(CALIFORNIA CONSORTIUM ON COOPERATIVE EDUCATION)

13 responses as of 7/7/75

I. IDENTIFYING DATA

Name of Employing Company or Agency _____

Name of Personnel Representative _____
(or Coop Contact person)

Address _____ _____ _____
Street Address City Zip

Phone Number _____ _____
Area

Name of Participating College _____

Number of Students Employed for this Semester _____

Position(s) held by student(s) _____

_____

_____

_____

Check one: Fall _____ Spring _____ Summer _____ 197___

II. MOTIVATION - Please check the item(s) which best describe the reason(s) your company entered into the Alternate semester Cooperative Education program.

--- Public relations gesture

7 Source of entry-level employees

5 Value of special college training

7 Opportunity to train permanent employees

9 Agreement with philosophy of combining work experience with formal education

4 Contribution to education of young people

--- Supportive services provided by college personnel

2 Value for my employee

III. FINANCES - Please answer the following questions in terms of comparing costs of Coop training with regular company training policies:

III. FINANCES - (Continued)

1. Do you consider the use of Coop students a financial savings?

yes 6 no 5

2. Do you pay the Coop student on the same basis as other employees performing the same job? Yes 14 No --. If no, please explain the pay basis. _____

3. Would you estimate the cost of training a Coop student more than 1 less than 3, about the same as 9 that of training a regular employee?

IV. EVALUATION - Please check the item(s) which best describe your (your company's) response to the use of alternating Coop students.

8 Excellent source of entry-level employees

7 Conscientious job performance

---- Poor job performance

3 Other employees accepting and cooperating

--- Other employees resentful and/or uncooperative

2 College personnel helpful

--- Paperwork required by program is excessive

2 Prefer alternating plan to using part-time employees

1 Would prefer using part-time employee(s)

Do you plan to continue participation in alternating Coop plan? Yes 9 No 1.

If no, please explain why: _____

COMMENTS AND/OR SUGGESTIONS:

STUDENT EVALUATION
ALTERNATE SEMESTER PLAN
COOPERATIVE EDUCATION
(CALIFORNIA CONSORTIUM ON COOPERATIVE EDUCATION)

20 responses as of 7/7/75

I. IDENTIFYING DATA

Name of College _____

Position held by student _____

Name of Employing Company or Agency _____

College major of student _____

Check one: Fall _____ Spring _____ Summer _____ 197 ____

II. MOTIVATION - Please check the item(s) which best describe the reason(s) you entered into the alternate semester Cooperative Education program.

5 Needed a job for financial reasons

4 Preferred concentrating on job or school one at a time rather than together

8 Wanted to gain experience in my field of study

10 I applied to college Coop program

3 I was recruited by college department or Coop program

1 I was asked to enter this program by my employer

10 Wanted the units earned by this program

10 Units helped me maintain veteran's benefits

III. FINANCES -

1. What was your salary during this working semester? _____/month or _____/hr.
2. Do you feel the Coop job resulted in a higher 5 lower 1 about the same 11 pay rate that you might have got on your own?
3. Do you feel you were paid more ____ less 5 about the same 13 as other employees in the company doing similar work?
4. Will the semester back in classes cause a financial problem for you?
   Yes 4 No 13

IV. EVALUATION - Please check the item(s) which best describe your response to this alternating semester Coop experience.

11 Good experience in my field of interest

7 I feel I got a chance to use my college - obtained training and information

1 The job didn't really turn out to relate to my field of interest

10 The supportive services of college personnel were helpful

6 I like the idea of alternating periods of work and study

7 I would like to work permanently at the company or agency that provided this semester's experience

4 I would prefer to stay in school and work at the same time

10 My job supervisor(s) were helpful in training and orienting me to the job

14 People at the job were generally friendly and cooperative

--- People at the job did not treat me as I would have liked

How? _____

12 I feel I can get a better permanent job as a result of this experience

1 I have had problems in my course sequence because of alternating work and study

Do you plan to continue in the alternate semester Coop plan? Yes 6 No 12

If no, why not? _____

Comments and/or suggestions:

18 responses as of 7/7/75

California Consortium on Cooperative Education
Alternate Plan Questionnaire 1974-75

Name of College _____

Name of Person Responding _____ Position _____

1. Number of students on alternate plan work assignments.

Summer 1974	142
Fall (Sem.) (Quarter) 1974	23 (including 8 Pasadena)
Winter Quarter 1975	---
Spring (Sem.) (Quarter) 1975	51 (including 21 Pasadena)

2. Fields of study represented by students on alternate plan.

Field of study (college major)	No. of students participating 1974-75
Forestry	26
Recreation	25
Natural Resources Management	2
Business	29
Air Traffic Control	14

(Use back of form if additional space needed)
(see back)

3. Do you have special staff members assigned for development of alternate semester plan?

Yes 1 (Pasadena) No 17. How many? _____ Full time _____ Part time _____

4. Please list briefly any specialized promotional efforts/activities that you have devoted to the alternate plan.

_____

_____

_____

_____

_____

(continue on back if needed)

5. Please enclose copies of any special promotional pamphlets, letters, evaluation forms documents, etc., that you have developed in relation to alternate plan.

6. Comments or suggestions based on your experience with alternate plan. (If you have not utilized the plan, please comment on problems encountered and/or reasons for not using it.)

_____

_____

Drafting	9
Electronics	11
Agriculture	12
Education	3
Language	21
Drama	7
Food Service	1
Family Life Science	4
General	18
Animal Health Tech.	20
Psychology	1
Sociology	1
Chemical Tech.	5
Engineering	3
Music	1
Adm. of Justice	7
Industrial Supervision	3
Printing	1
Nursing	1

CALIFORNIA CONSORTIUM
ON COOPERATIVE EDUCATION
UNDER SENATE BILL 642

February 25, 1975

Dear

You have been selected to represent your company at a one-day workshop, "The Co-op Employer and the Alternate Semester Concept," to be held on Friday, March 7, 1975 in San Francisco, California. The workshop is being hosted by the California Consortium on Cooperative Education and will be held in the seventh-floor Training Department of the Wells Fargo Bank, 475 Sansome Street, from 9:00 a.m. to 3:00 p.m.

Six community colleges and the California Community College Chancellor's office comprise the membership of the California Consortium on Cooperative Education under Senate Bill 642. One of the charges of the Consortium is to field test, in cooperation with employers, and evaluate the alternate semester arrangement for community college students. The Consortium has been conducting a variety of activities to survey educators and students; this workshop is designed to get important input from current and potential co-op employers, union representatives, and volunteer agency representatives.

We are sincerely interested in your sharing your ideas, experiences, and suggestions with us. You will have an opportunity to participate in discussion and to hear some presentations from other employer representatives. Too, a representative from Senator Grunsky's office, the author of Senate Bill 642, will share some insights regarding co-op from the legislature's perspective.

A representative of the Consortium will contact you shortly to confirm your attendance. We do hope you will be able to share the day with us.

We look forward to seeing you on March 7.

Very truly yours,

Karl A. Strandberg
Executive Director
California Consortium on
Cooperative Education

KAS:cm

CALIFORNIA CONSORTIUM
ON COOPERATIVE EDUCATION
UNDER SENATE BILL 642

TO: Participants

FROM: Karl A. Strandberg

DATE: May 12, 1975

SUBJECT: California Consortium on Cooperative Education - Employer Workshop

Attached are the minutes of our workshop held in San Francisco on March 7, 1975. I apologize for the delay in getting these minutes to you. However, this semester has been extremely busy.

As the minutes reflect, the workshop was most productive. On behalf of the Consortium members, I again want to express our thanks to each of our guests for sharing this day with us. It is through this kind of sharing that strong Cooperative Education Programs can be developed.

If you have any questions or additional input, please feel free to contact me.

Thank you -

KAS:lm

attachment

California Consortium on Cooperative Education
Employer Workshop of March 7, 1975
Minutes

The Wells Fargo Bank provided an excellent facility and support personnel for this workshop. The Consortium is grateful to them for this courtesy.

The meeting opened with a brief welcome by the Executive Director of the Consortium and introduction of the Consortium members and workshop participants (a list of participants is attached). The Consortium members were grateful for the excellent representation from employers' representatives.

Leroy Bennet, Administrative Assistant for Senator Grunsky, who authored SB 642--the enabling legislation that created the Consortium, made a brief presentation; he stated that the constituents' responses regarding this legislation continued to be most favorable and that Senator Grunsky is extremely interested in the work of the Consortium and most willing to continue to support the development of innovative cooperative education models in California.

Carolyn Schuetz, after a few comments from Jerry Kjeldgaard regarding the mandate and organizational structure of the Consortium, briefed the participants on the objectives for the workshop and reviewed the workshop format. Carolyn identified that our major task for the day was to get feedback on the viability of the alternate semester option.

Jim Garmon moderated the first panel of persons who had had experience with the alternate semester arrangement. The panel members included: Herb Levine, San Francisco Volunteer Bureau; David Khoury, student at Orange Coast College; Ed McGraw, Philco-Ford; Bob Walker, Otis Elevator. Each panel member discussed the pros and cons of the alternate semester arrangement from their perspective and fielded many questions. The consensus was that the alternate semester arrangement was a workable option.

A second panel, moderated by Clyde Reyes, discussed some innovative summer options to the alternate arrangement. The panel members included: Bob Daniels, Pacific-Telephone Co., who discussed a summer only management trainee experience; Vic Gardner, Disneyland, who shared a slide-sound presentation and many interesting comments about a summer experience for fine arts students; Gunter Seefeldt and Arne Lunde, West Valley College, who discussed a summer international co-op program that will involve 125 students from various community colleges this summer. This presentation enabled the participants to see that viable summer experiences are possible.

In the afternoon, Jerry Kjeldgaard led a discussion regarding identifiable constraints to the development of the alternate semester option. The following constraints were identified and discussed:

1. Continuity of experience--recurring periods of adjustment to work environment;
2. Often use co-op students to cover peak demand periods--not conducive to alternate semester, full-time employment;
3. Curricular constraints (Fall/Spring offerings);
4. Union constraints--dependent upon the industry;
5. Restricts the kind of jobs students can perform;
6. May be contrary to students' desires or objectives;
7. Employees choose not to continue their education;
8. Training is costly--program might have some built-in inefficiencies;
9. Economic business cycles might preclude jobs being available, periodically;

10. Affirmative Action requirements--related to union constraints;
11. Employers don't have flexibility to adjust to the demands of the alternate semester arrangement;
12. Employers don't want to be used as a lab.

After the participants had had an opportunity to hear of the many benefits of the alternate semester arrangement (including summer only options), as reported by the panel members, and thoroughly discussed the identifiable constraints, the employer representatives were asked to offer some summary responses; these responses ranged from "Its the only way our company could participate in co-op" to "I don't see any significant benefits for our company at this time, however I encourage you to continue the research." The consensus was that the Consortium, in cooperation with employers should continue to research and develop the alternate semester option.

The participant were asked to help develop some strategies for future development. The suggestions included:

1. Introduce the co-op concept to the labor council (s);
2. Encourage present full-time employees to return to the campus to continue education;
3. Expand the membership of the Consortium to include representatives from unions and employers;
4. Develop ways of updating employees, in their off-work semester;
5. Community colleges, ultimately, should do the large share of training;
6. Co-op relates well to affirmative action needs of employers--stress this concept;
7. The benefits of co-op, as they relate to the bottom-line concerns of employers need to be more clearly articulated;
   a. Retention-reduce turnover
   b. provide training for employees
   c. lessen recruiting hiring costs
   d. provides employee motivation
8. Find ways to speak to top management persons.

The Consortium members felt that the day was most productive and look forward to implementing the many suggestions as we move into our next phase of development. The Consortium expressed appreciation to each of the workshop participants, and their respective employers, for sharing the day on behalf of cooperative education.

1. Marv Kurtz
Fluor Corp.
14140 Beach Blvd
Westminster, CA 92683
Ph. 892-7751

2. Ed McGrew
Philco Ford Co.
Ford Road
Newport Beach
Ph. 640-1500

3. Carolyn Schuetz
Merritt College
12500 Campus Drive
Oakland, CA 94619

4. Alse Roberts
Merritt College
12500 Campus Drive
Oakland, CA 94619

5. John Corr
CA American Institute of Banking
58 Sutler Street
San Francisco 94140
(415) 397-1363

6. Herb Levine
Volunteer Bureau of S.F.
33 Gough Street
San Francisco
(415) 864-4200

7. Dave Price
Orange Coast College
2701 Fairview
Costa Mesa, 92626

8. Chuck Brauer
Beckman Instrument
P.O. Box D
West Irvine 92644
833-0751

9. Vic Guder
1313 Harbor Blvd.
Anaheim 92803

10. Howard Smalheiser
College of Marin
Kentville 94904

11. Fred Adolf
West Valley College
14000 Fruitvale Ave
Saratoga, CA 95070

12. John Meade
West Valley College
14000 Fruitvale Ave
Saratoga, CA 95070

13. Michael Howard
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14. Clyde Reyes
West Valley College
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Saratoga, CA 95070
ext. 373

15. Gladys Tenner
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14000 Fruitvale Ave.
Saratoga, CA 95070
ext. 356

16. E.M.R. Hernandez
San Jose
IBM
256-3755

17. Richard Lachapelle
IBM
256-2420

18. Arne Lunde
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14000 Fruitvale Ave.
Saratoga, CA 95070

19. Gunter Seefeldt
West Valley College
14000 Fruitvale Ave.
Saratoga, CA 95070

20. Jim Garmon
Orange Coast College
2701 Fairview
Costa Mesa, 92626

21. LeRoy Bennett
Administrator Assistant to
Senator Donald L. Grunsky
State Capitol Room 370
(916) 445-5843

22. K.J. Risley
Firestone Tire & Rubber Company
P.O. Box 2059
Salinas 93901
(408) 424-0551

23. D. Michael Kane
Firestone Tire & Rubber Co.
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Salinas 93901
(408) 424-0551

24. Daniel A. Bequette
Hartnell College
156 Homestead Ave.
Salinas, CA 93901

25. Richard V. Martinez
Hewlett-Packard
Santa Clara
246-4300

26. Dave Khory
Orange Coast College
2701 Fairview
Costa Mesa, CA 92626

27. Phyllis Bruns
Orange Coast College
2701 Fairview
Costa Mesa, CA 92626

28. Bob Walker
Service Supervisor
Otis Elevator Co.
2417 Beverly Blvd.
Los Angeles
(218) 381-1151

GOLDEN WEST COLLEGE

TO: Memorandum to File

FROM: Karl A. Strandberg

DATE: June 27, 1974

SUBJECT: Evaluation of Instructor/Coordinators

The joint committee responsible for studying and making recommendations regarding the subject met on Thursday, June 6, 1974, at Golden West College. The representatives who attended this meeting were Karl Strandberg, Max Lechtman, Gene Tardy, Jack North, Frank Denison, Gene Overholt.

The representatives from Orange Coast College reported that a group of instructor/coordinators had met to consider whether or not an evaluation procedure for instructor/coordinators should be initiated. They reported that the group had overwhelmingly endorsed the work of the joint committee on instructor/coordinator evaluation and encouraged us to continue our deliberations.

At an earlier meeting of the joint committee the role of the instructor/coordinator was discussed and the following expectations were identified:

1. facilitate the learning objectives process (including grading)
2. to serve as an advisor/counselor
3. to participate in the job development activity
4. to assist in the substantiation of the learning value of the students' job
5. to articulate the programs of the college to employer representation
6. record keeping

Dr. Max Lechtman had prepared a list of tentative performance objectives keyed to the identified role expectations of the instructor/coordinator. These objectives had been reviewed by Karl A. Strandberg prior to the joint committee meeting. The results of the joint effort were presented to the committee for consideration.

1. To adequately explain, to students and their supervisors, the learning objectives process so that they can develop objectives the first time and that 75 per cent be able to write sound objectives (without assistance) each succeeding semester; the instructor/coordinator should demand that the objectives be specific, measurable and stated in result format.

2. To involve students and supervisors in the assessment of objectives (so that 75 per cent can determine respective grades easily), not only at the end of the semester, but continuously throughout the semester.

3. To assist students with preliminary information concerning courses and job prospects, turning them over to a counselor for most advice.

4. To inform employers of vocational, other training activities, new courses, and certificate programs, which may apply to their business, with the hope that additional jobs may develop for our students and additional employees may undertake such programs for their enhancement.

5. To assess the learning value of each student's job by a careful screening, so that all students will have jobs pertaining to a prospective major and/or occupational goals.

6. To assess the learning value of each student's job by a careful screening, so that each succeeding semester the job shows increased learning opportunities and responsibilities as reflected in the student's identified objectives; the objectives must constitute sufficient learning each semester to justify the units of co-op credits for which the student has applied.

7. To maintain records of student sufficiently, that necessary forms are available and completed forms are turned in to the Work Experience Office according to appropriate deadlines.

8. To participate in in-service training sessions designed to enhance the skills and motivation of each instructor/coordinator.

9. To meet at least twice each semester with students either individually or in sufficiently small groups that the student/employee will feel he/she has received adequate individual attention.

The committee discussed each of the objectives, made some suggestions but agreed that the objectives would provide a sound basis for evaluation. They asked that some of the objectives be further refined.

The committee discussed each of the objectives, made some suggestions but agreed that the objectives would provide a sound basis for evaluation. They asked that some of the objectives be further refined.

The committee suggested that the evaluation of an instructor/coordinator include input from the students, the employers, the person being evaluated and the Director of the Cooperative Education Program. It was suggested that the forms used to gather data be brief so that we did not encourage negative responses from either the students or employer representatives regarding excessive paperwork. It was felt that, if an instructor/coordinator was made aware of the performance objectives against which he/she may be evaluated that the purpose of evaluation (to encourage better performance) would be achieved. It was further suggested that evaluation of a particular coordinator happen on either a random basis or at the time the particular instructor was being evaluated by the college for his/her instructional role.

The committee asked that the Directors of Cooperative Education, at both Golden West College and Orange Coast College, meet to review the committee's input to date, decide upon a process for implementation, review the process with the respective administrations, and be ready to make a presentation to the joint committee early in the Fall 1974-75 semester.

KAS:cam

copies to: Dr. Boyce
Dr. Carpenter
Dr. Shawl
Mr. Redding
Mr. Garmon
Committee Members

GOLDEN WEST COLLEGE

TO: Instructor/Coordinators

FROM: Karl A. Strandberg

DATE: March 28, 1974

SUBJECT: Evaluation of Instructor/Coordinators

You will recall that we discussed the feasibility of developing an evaluation procedure for instructor/coordinators at our Fall workshops. The response was favorable and a joint committee of Orange Coast College and Golden West College faculty representatives has been established to study this issue and make recommendations. The Golden West College representatives on this joint committee are as follows:

Max Leichtman
Gary (Bud) Price
Roy Shriver
Gene Tardy

The joint committee met for the first time on March 21, 1974. I want to share the discussion highlights and encourage each of you to participate with us in developing a sound evaluation process.

The first question the joint committee addressed was, "Why should we have evaluation of instructor/coordinators?" The reasons identified by the committee members include:

1. that evaluation would enable better coordination
2. a favorable evaluation procedure would add professionalism to the instructor/coordinator role.
3. in the age of accountability it would be better to develop a strong evaluation procedure before it is mandated.
4. some instructor/coordinator's coordinate cooperative work experience students as a part of their regular contract assignment.
5. coordinating cooperative work experience students is a valid teaching method and instructors who participate would be evaluated as they are for their other instructional involvement.

The committee stressed the concept of enabling better coordination as the primary objective of evaluation and agreed that, in fact, we should continue the development of a favorable evaluation procedure.

The second consideration regarded the role of the instructor/coordinator. Included in the role expectation of the coordinator are the following:

1. *facilitate the learning objectives process (including grading)*
2. *to serve as an advisor/counselor*
3. *to participate in the job development activity*
4. *to assist in the substantiation of the learning value of the students' jobs*
5. *to articulate the programs of the college to employer representatives*
6. *record keeping*

The committee identified three important issues for future consideration: The evaluation criteria to be considered, the persons who would be involved in the evaluation process and what would be the most favorable evaluation procedure.

The committee encourages each of you to participate in the process by offering suggestions on each of these issues. I urge you to contact me or any of the committee members. Too, we will include this issue as one of the agenda items during our workshops scheduled for April 29, 30, and May 1. However, inasmuch as the next meeting of the committee is scheduled for April 15, we would appreciate receiving your input by that date.

Some criteria that have already been mentioned include:

1. *the number of visits with the student's supervisor*
2. *the amount of time allocated for each student*
3. *the size of the group if the group interviewing technique is used*
4. *the maximum number of students constituting an overtime assignment*

Hopefully, you will be able to contribute many more criteria for the committee's consideration.

Please contact me regarding any input or questions you have regarding the evaluation process.

Thank you -

KAS:an

copies to: *Dr. Boyce*
Dr. Carpenter
Dr. Shaul
Mr. Garcia
Mr. Garmon
Division Chairpersons

4/29/74 (fs)

GOLDEN WEST COLLEGE
COOPERATIVE EDUCATION

SUPERVISOR'S ADVISORY REPORT

AME _____ TITLE _____ DATE _____

OMPANY OR ORGANIZATION _____

OMPANY ADDRESS _____
(number) (street) (city) (zip code)

AME OF INSTRUCTOR/COORDINATOR _____

s the supervisor of a Cooperative Work Experience student, you play an important role in the evelopment of that student. Our goal is to strive to make certain that you have the administrative support from the College that you need in order to make your participation in the ooperative Work Experience Program useful and rewarding for you, the student, and your organzation. We cannot accomplish this goal without advice and feedback from you. Please take a ouple of minutes and use this report form to let us know how well you feel we're accomplishing ur own objectives: service to you and your student/employee.

Evaluation of Instructor/Coordinator

lease circle the response below each question or statement which you feel best summarizes your esponse.

. How many times during the semester did you meet, personally, with the Instructor/Coordinator who was assigned to your employee. 1 2 3

. Did the Instructor/Coordinator use the telephone to substitute for personal meetings with you during the semester? YES NO If yes, how often: 1 2 3

. Did the Instructor/Coordinator ask you about developing some additional Cooperative Education work stations within your department? YES NO

. Did he or she leave any literature on the program or a job order card with you? YES NO

. Did the Instructor/Coordinator discuss with you the need for there to be new learning on the job each semester in order for the student/employee to qualify for Cooperative Work Experience credit? YES NO

. How would you rate the Instructor/Coordinator's involvement in helping your Cooperative Education student/employee develop his set of objectives on his job?

EXCELLENT STRONG ACCEPTABLE BELOW EXPECTATIONS POOR DON'T KNOW

. How would you rate your understanding of the student/employee evaluation process and your role in it?

EXCELLENT STRONG ACCEPTABLE BELOW EXPECTATIONS POOR DON'T KNOW

. Was a copy of your student/employee's objectives left with you after your initial meeting with the Instructor/Coordinator? YES NO

. Was a copy of the final evaluation of your student/employee's achievement on the objectives left with you after the final evaluation meeting between you and the Instructor/Coordinator? YES NO

SUPERVISOR'S ADVISORY REPORT
page 2

10. What is the overall rating you would assign to the quality of the meetings you had with the instructor/coordinator who was assigned to oversee your student/employee's Cooperative Education experiences.

EXCELLENT STRONG ACCEPTABLE POOR

Evaluation of Cooperative Education Program in General

1. How would you rate the relationship between your student's Cooperative Work Experience objectives and your own job requirements.

EXCELLENT STRONG ACCEPTABLE BELOW EXPECTATIONS POOR DON'T KNOW

2. How would you rate the relationship between your student's work experience objectives with his/her career plan.

EXCELLENT STRONG ACCEPTABLE BELOW EXPECTATIONS POOR DON'T KNOW

3. What is your individual judgement concerning the merit of our Cooperative Work Experience Program.

EXCELLENT STRONG ACCEPTABLE BELOW EXPECTATIONS POOR

4. What is the reputation of the Cooperative Work Experience Program within your department.

EXCELLENT STRONG ACCEPTABLE BELOW EXPECTATIONS POOR DON'T KNOW

5. Did you note any change in your student/employee as a result of his/her participation in the Cooperative Work Experience Program in the following areas:

Job Performance Positive ____ Negative ____

Attitude toward job Positive ____ Negative ____

Job Motivation Positive ____ Negative ____

Do you have any additional comments about your employee's job performance, attitude toward the job, job motivation?

_____

_____

_____

_____

_____

PLEASE RETURN TO: Golden West College
Cooperative Education Office
15744 Golden West Street
Huntington Beach, CA 92647

GOLDEN WEST COLLEGE
COOPERATIVE EDUCATION

STUDENT EVALUATION OF INSTRUCTOR/COORDINATOR

NAME OF COMPANY _____ MAJOR _____

Including this semester, how many semesters of Cooperative Work Experience have you been enrolled in? (1) ___ (2) ____ (3) _____ (4) _____ (over 4) _____ CHECK RESPONSE

City in which you work? _____ Part-Time Job _____ Full-Time _____.

Name of Instructor/Coordinator _____

DIRECTIONS:

The primary goal of the Cooperative Education Instructor/Coordinators and staff is to provide a high level of educational service to all Cooperative Work Experience Students. In order to accomplish this goal, we need your help. Each of our Instructor/Coordinators needs to know where he or she is succeeding and what areas of service could use improvement. Please take a couple of minutes to answer these brief questions. Check which response you feel is the most appropriate for each question and then add your own individual comments at the end of the second page.

1. When did the Instructor/Coordinator first make contact with you?

_____ during the first six weeks of the semester

_____ during the sixth to tenth week of the semester

_____ later than the tenth week of the semester

2. How would you rate the Instructor/Coordinator's over-all attitude toward the Cooperative Work Experience Program.

_____ very enthusiastic and supportive

_____ generally interested and helpful

_____ little support - just went through the motions

_____ bored and indifferent

At my meetings with the Instructor/Coordinator, there was:

_____ sufficient time to deal with all questions

_____ most points were covered

_____ meeting was satisfactory but additional time was needed

_____ coordinator appeared rushed and short of time

The Instructor/Coordinator's assistance in helping me understand learning objectives was:

_____ extremely helpful and informative

_____ clear and informative

_____ satisfactory

_____ unclear and confusing

5. How many times did the Instructor/Coordinator meet with you during the semester? (Check *appropriate response for both on and off the job meetings.)*

I. ON THE JOB

____ one time ____ two times ____ three times

II. OFF THE JOB

____ one time ____ two times ____ three times

6. How helpful was your Instructor/Coordinator's coordination in clarifying your understanding of the following:

a. Cooperative Work Experience Program

____ clear understanding ____ unclear on certain points ____confused

b. Student Report requirements

____ clear understanding ____ unclear on certain points ____ confused

c. use of percentage (%) value column in my objectives

____ clear understanding ____ unclear on certain points ____ confused

d. self-evaluation of my achievement of my job performance objectives

____ clear understanding ____ unclear on certain points ____ confused

7. How would you rate the Instructor/Coordinator's grading process?

____ fair and impartial, principally based on my work experience objectives

____ uneven, only partly based on objectives

____ very subjective

8. As specifically as you can, state some particular strengths and/or weaknesses in your Instructor/Coordinator which stick out in your mind.

_____

_____

_____

_____

9. Any additional comments:

_____

_____

PLEASE RETURN TO: Golden West College
Cooperative Education Office
15744 Golden West Street
Huntington Beach, CA 92647

GOLDEN WEST COLLEGE
Cooperative Education
Instructor/Coordinator Evaluation
Checksheet of Items Included in Role Expectation

Student Objective-Setting Session

	check (✓)
Sufficient help provided to student when writing their objectives (without the instructor/coordinator writing them for the student)	____
Verify meeting and input with supervisor	____
Objectives reviewed by coordinator	____
Objectives - 1) specific, 2) measurable, 3) results oriented	____
Weighted value column explained and used	____
Review of student report	____
Review of time sheet procedures	____
Screening of guidelines (2:1 ratio and 8-unit)	____
Screening for increased learning opportunities (new and/or expanded learning objectives)	____
Opportunity given for student to share or ask questions	____
Open, supportive environment	____

First Employer Field Visit

Verify employers understanding of program	____
Verify objectives and their learning value	____
Weighted value column explained and used	____
Objectives signed by supervisor and copy left	____
Opportunity given for employer to ask questions	____
Job Development attempted-(optional) brochure and Hot Line card left with job supervisor	____

Student Evaluation

Evaluation process explained and/or verified with student	____
Weighted value column used	____
Review of student's evaluation and/or student report	____
Opportunity given for student to share or ask questions	____

Checksheet of Items Included in Role Expectation

Second Employer Field Visit - Evaluation

	check (✓)
Evaluation process explained and/or verified with employer	____
Weighted value column used	____
Review of employer's evaluation (if significantly different from student's, were ratings discussed)	____
Copies of final evaluation left with employer (with copy for student)	____
Opportunity for employer to ask questions	____

_____

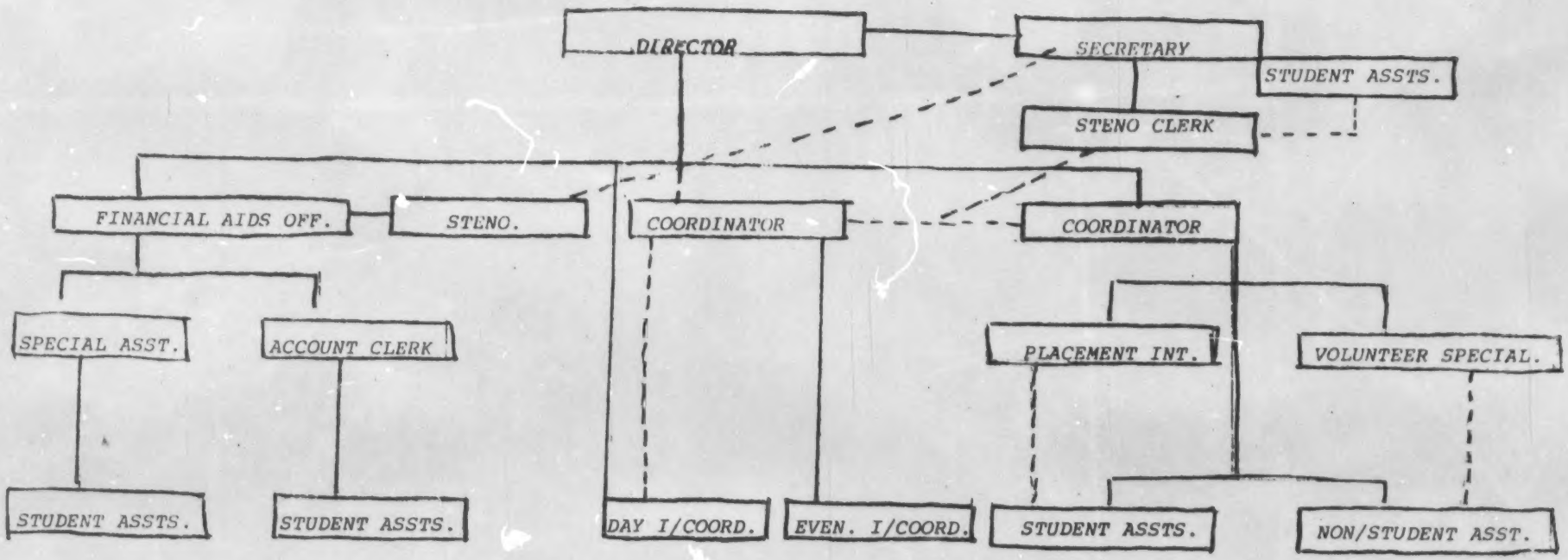
Other

Sufficient maintenance of records	____
Appropriate deadlines met	____
Participation in in-service training workshops	____

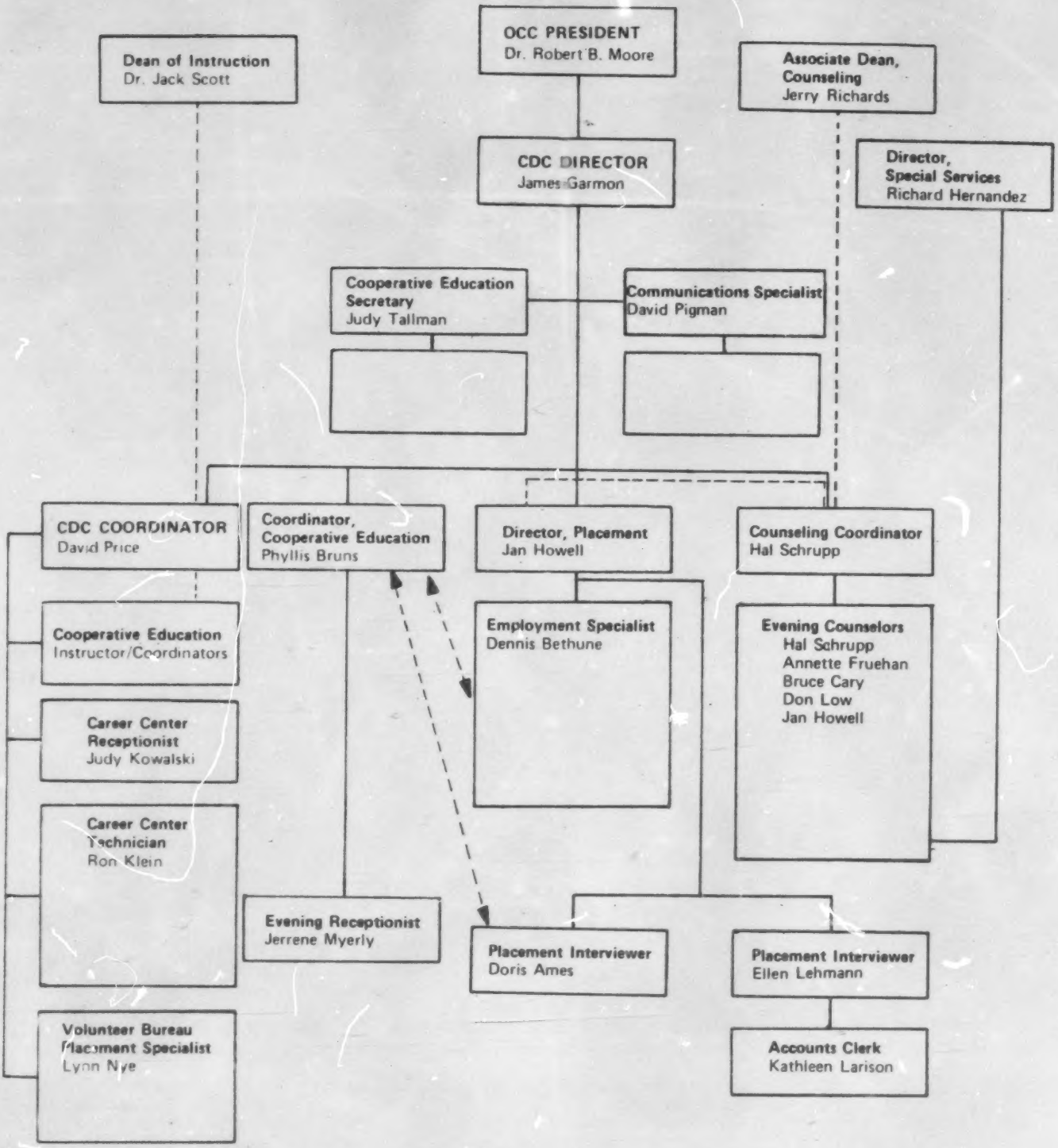
10/75
cam

COOPERATIVE EDUCATION

Organization Chart



CAREER DEVELOPMENT CENTER
organizational chart



PASADENA CITY COLLEGE
1570 EAST COLORADO BOULEVARD
PASADENA, CALIFORNIA 91106

STUDENT PERSONNEL SERVICES
TELEPHONE: 578-7181

To: All Coop Ed 8 (Related Field Experience) Students

From: Dr. Joseph F. DiMassa

Subject: Enrollment for Coop 8

Coop Ed 8 is an intensive occupational and career centered experience. It is an attempt to help you put yourself, your job, your career, and your future into focus. The primary emphasis is on you and what can be done to help you solve present problems and reach future goals. There are three prerequisites for the course:

1. That you are employed in a forty hour a week job related directly to your major.
2. That you have filled out a Coop Ed application, have consulted with me and received my permission to enroll.
3. And that you will complete a Coop 8 proposal (see format attached) before the beginning of the semester in which you are enrolling.

Requirements for the course will include the preparation of an up to date resume, occupational testing, and a project to be based on your Coop 8 proposal. You must meet with me individually on two occasions during the semester and I will be out to evaluate you on your job. Please inform your supervisor of your Coop 8 enrollment. If your Coop 8 proposal relates to your job, we want you to share your proposal ideas with your employer. Remember that you can only enroll in one other course in addition to Coop 8.

Finally, there will be class meetings of Coop 8 to be held on Monday nights from 7:00 p.m., to 9:00 p.m. The dates of our meeting will be as follows:

Sept 15, 1975	Oct 13, 1975	Nov 10, 1975
Dec 8, 1975	Jan 5, 1976	Jan 26, 1976

All classes will be in Room C-346.

Coop Ed is a credit/no credit course and any combination of two seminar absences will be cause for dropping you. Please call me if you have any questions at 578-7183. In my absence, please refer questions to Mr. Ralph Gutierrez.

Sincerely,

Joseph F. DiMassa

Dr. Joseph F. DiMassa
Supervising Teacher
Cooperative Education

JFD/sdt

ADMISSIONS AND RECORDS 578-7181
VETERANS AFFAIRS 578-7254
HEALTH SERVICES 578-7244
COUNSELING & TESTING SERVICES 578-7181
CAREER GUIDANCE CENTER 578-7456
E. I. O. I. 578-7247
COUNSELING PSYCHOLOGISTS 578-7275
PAN-AFRICAN AFFAIRS 578-7499
CHICANO AFFAIRS 578-7486
COOPERATIVE EDUCATION 578-7171
AND
PLACEMENT SERVICES 578-7181
SCHOLARSHIPS AND FINANCIAL AIDS 578-7181
EXTENDED OPPORTUNITY PROGRAM AND SERVICES 578-7439

COOPERATIVE EDUCATION 8

SAMPLE PROPOSALS

Your Coop Ed 8 experience will be based on your own career, job and/or educational goals. To focus on those goals we want you to develop a proposal that can be accomplished during the semester of your Coop Ed 8 enrollment. The proposal should set down (1) the specific purposes or goals of your proposal, (2) the means you will use or steps you will take to carry out and complete your proposal, and (3) the expected results upon completion of your proposal. I would also like you to list general dates for the completion of the means or steps of your proposal. The following are some examples of Coop Ed proposals.

A. (SAMPLE PROPOSAL CAREER RELATED)

Purpose (Goals)

To get a job as Fire Chief.

By means of (Steps)

(1) I will write to every California coastal community Fire Department in California submitting an application for the position of Fire Chief (3-75).

(2) I plan to visit 30% of these Fire Departments. (6-76).

(3) I plan to carry 13 units towards my A.A. Degree in Fire Science, and maintain a B. average. (6-76).

(4) I will read and outline three books that deal with fire science as a career. (5-76).

Expected Results

(1) Greater knowledge of job possibilities in California.

(2) Possibility of advancement.

(3) Greater knowledge of fire science.

B. (SAMPLE PROPOSAL JOB RELATED)

Purpose

To provide a ready source of information regarding educational opportunities and their availability to the employees of our company.

By means of

A comprehensive listing of college and adult school courses available in the San Gabriel Valley and vicinity which directly relate to employees and their positions. The information will be compiled from school catalogues as well as feedback from employees who have attended various courses. The results of this study will then be compiled in catalogue form and be made available to the various offices. The time table for completion will be as follows. Interviewing employees and recording information by 3/1/75. Catalogue research by 4/1/75. Completion of catalogue by 5/15/75.

Expected Results

An increase of school enrollment by club employees in courses which can directly benefit them in their current position.

C. (SAMPLE PROPOSAL EDUCATION RELATED)

Purpose (Goals)

I believe I am half-way, in terms of credits, towards my Bachelors degree in business administration. This semester, I propose to find out exactly where I am. How many credits do I actually have? How many more do I need? What requirements are yet to be filled? What school should I transfer to. How can I achieve graduation?

By means of (Steps)

By April 19, I will have met with the counselor(s) who can help me answer the above questions. By June 14, I hope to have attempted the AP, CLEP and local credits by examinations, for a maximum of 24 credits. I will have checked my USAFI scores, to see if they are worth any credits. I will become very familiar with the PCC catalogue, as it applies to me, and will move on those programs that will benefit me. I will have talked with some of the "Business" faculty at Cal Poly, Pomona, about transferring there.

Expected Results

At the end of this semester, I will know what units I have at PCC. I will know what units are needed to transfer. I will know what major and when I should register at Cal Poly, Pomona. I will have gained as many credits as possible, through the AP, CLEP and any local exams. I will know how much it will cost me to obtain my Bachelors Degree in Business Administration at Cal Poly, Pomona and what it will take for me to transfer to that institution.

D. (SAMPLE PROPOSAL CAREER RELATED)

Purpose (Goals)

(A) To improve my occupational skill through gaining more information about music theory.

(b) To achieve the art of song writing.

By means of (Steps)

1. Interviewing five or six songwriters (6-75)
2. Research on song writing as a career through reading at least two books written about it. One of which being a biography of a famous song writer, and one being a text type book. (4-75)
3. Conversing with other song writers. Getting opinions and ideas. and tricks of the trade from other song writers. (3-75)
4. Interviewing song writers to find out about their experiences, especially how they first started, also what helped them to get started. (4-75)
5. Determining what literature the song writers may have found beneficial to them. (4-75)
6. Attending song writers show case nights at various places. (6-75)

Expected Results

1. To write a song by myself.

(A) Using the knowledge I will have gained through research.

(B) Using my music theory instruction to write chords and melody.

(C) Presenting my song to my fellow musicians and performing it with them "on the job."

E. (SAMPLE PROPOSAL JOB RELATED)

Purpose (Goals)

(1) To identify ways and means to recruit and retain quality people into the insurance business.

(2) In achieving the objectives of (1) above, to determine the methods which produce the best results, utilizing present manpower and effectively reducing the loss/retain ratios now existent.

By means of (Steps)

(1) Utilizing the referred or personal nomination method, vis-a-vis, ads, job placement facilities, etc. (6-75)

(2) Creating a pre-selection program to allow the prospective agent the vantage of determining whether he would be happy in the job and what his chances of success might be. (4-75)

(3) To utilize existing and new methods which would allow the prospective agent and the firm to make better use of the time, personnel and money involved in recruiting. (6-75)

Expected Results

(1) To eliminate from job selection those people who would otherwise fail during the first two years.

(2) To more accurately allow the prospective agent an opportunity to see for himself what is involved in this business.

(3) To reduce:

a) Time on part of new agent and management.
b) Cost of training poorly selected people.
c) Psychological barriers the prospective agent may have prior to employment.

(4) The results should reduce acquisition time and cost. It is expected that the time saved in the pre-selection process will be utilized more profitable with those hired.

SAMPLE AGREEMENTS

(PROPOSAL #1: JOB RELATED)

PURPOSE: (1) To process in and out work in a more simplified way with (a) The full utilization of present personnel, (b) closer supervision, and (c) the delegation of authority in a more realistic and equitable manner,

BY MEANS OF:

(1) The elimination of the early swing shift
(2) The change of shift hours to better accommodate incoming work
(3) The utilization of part-time employees and
(4) The clarification of job descriptions and responsibilities.

EXPECTED RESULTS:

(1) Savings to the bank of personnel salaries by
   (a) More adequate utilization of present personnel
   (b) Elimination or transfer of extra personnel, and
   (c) Replacement of personnel with part-time employees,

(2) Savings on delivery of work to the bank by the elimination of the early swing shift, and
(3) Savings to the bank with an increased utilization of the Fiche machine and the elimination of some reports on captures.

(PROPOSAL #2: EDUCATION RELATED)

I. Study the transfer possibilities to different colleges and universities.
   (a) Make appointment with counselor and Career Guidance.
   (b) Survey all universities and colleges within a 55 mile radius.
   (c) After finding college or university, visit campus, interview students and administrators.
   (d) Determine costs, and scholarship possibilities.
   (e) Determine transfer requirements.

II. Study possibilities of going to graduate school.
   (a) Study programs that different universities offer.
   (b) Determine costs and possibility of financial assistance.

(PROPOSAL #3: OCCUPATION RELATED)

(1) I will write to every coastal community Fire Department in California submitting an application for the position of fireman.
(2) I plan to visit 300 of these Fire Departments.
(3) I plan to carry 13 units towards my A.A. Degree in Fire Science, and maintain a B. average.
(4) I will read and outline three books that deal with fire science as a career.

SUGGESTIONS FOR RESUME PREPARATION

From PASADENA OFFICE
EMPLOYMENT DEVELOPMENT DEPARTMENT

It has been our experience that the best "door opener" to secure an interview is a carefully prepared, concise (preferably one page) resume. In order to receive favorable employer consideration, we suggest you submit a resume based, in general, on the following outline:

NAME

HOME ADDRESS: TELEPHONE NUMBER

POSITION OBJECTIVES OR GOALS

Specify the fields of primary interest, preferably in terms of commonly used job titles. Remember that objectives must be clearly substantitated by experience and/or education.

WORK HISTORY

Start with your present or most recent position and in reverse chronological order show all pertinent employment. If experience is extensive, cover work history for past 10 years.

Job Title - Include under this, date started and date left.

Job Description - Present a description of your most important duties and scope of responsibility. Don't hesitate to use technical terms - the person evaluating your resume will probably be a technical person too.

EDUCATION

Name of university or college.
Degree received and date.
Major and minor studies.
List of technical schools (if pertinent to position objectives).

PROFESSIONAL AFFILIATIONS AND ACHIEVEMENTS

List memberships in professional associations; publications; awards.

OTHER ABILITIES

Indicate any talents, interests or special qualifications not implied by past experience but significant to your position objectives.

Cooperative Education and Placement Services
578-7171

PASADENA CITY COLLEGE
STUDENT PERSONNEL SERVICES
COOPERATIVE EDUCATION

Suggestions for Term Paper
(1st time enrollment only)

1. How do you feel about your job? (a) Discuss the positive feelings. (b) Discuss the negative feelings. (c) How do you feel about your employer? (d) Describe problems related to the job. (e) How were they solved? (f) Would you recommend this job to a friend?

2. Why are you working at this job? (a) Is it for the money? (b) Is it for the experience? (c) To prepare for a future goal?

3. What influence, if any, has this job had on your: (a) Choice of college courses? (b) Career planning? (c) Role in society.

4. Was there adequate orientation for your job? (a) Has the supervisor given you advice on your job performance? (b) Has there been too little, sufficient, or too much supervision?

5. In what way has this job been beneficial to you? (a) Have you learned new skills as a result of this job? (b) Have you learned tolerance for other employees?

6. Please comment on the following statement:

   "Difficulties on the job arise more often from a lack of human understanding than from a lack of knowledge or skills."

   Whether or not you agree with this statement, how has this work-study experience affected your understanding and helped to better your relations with others?

7. List any college courses which have been helpful to you in your job.
   (a) Are there any which might aid you in the future on your job?
   (b) Please support your choice of courses. (c) If applicable, why do you feel certain courses have not helped you on your job.

8. What are your personal reactions to the Cooperative Education Program?
   (a) How could the Cooperative Education Office or your Cooperative Education Teacher help to make the experience better.
   (b) Would you enroll again?
   (c) Would you recommend that a friend enroll in this program? If yes, or no, please explain why.

9. Any comments on the whole educational process?

   (a) Relevant?
   (b) What changes would have affected your life?
   (c) What changes would you make in the future?

CEPS-SPS-1/74

Cooperative Education & Placement Services
578-7171

PASADENA CITY COLLEGE
STUDENT PERSONNEL SERVICES

Suggestions for Term Paper
(Completion of first semester)

1. Describe a typical work-college day.
   How do you budget your time on the job, at home, at PCC?
   Include examples such as:
   a. Homework
   b. Time schedule and
   c. Family responsibilities.

2. Describe what you consider to be an "ideal job" for you personally. Base your description on conversations, interviews and readings which relate to your "ideal job". If possible, describe the job including details of working conditions, hours, pay, your fellow employees, your boss, etc. Use experiences from your present job or previous employment. What problems if any, do you anticipate on your "ideal job?"

3. You are seeking a job in the future. Prepare a summary (resume) of a history of your experiences. Divide your resume into the following categories:
   a. Personal data (birth, family, etc.)
   b. Education (schools attended, clubs, awards, etc.),
   c. Career goals, that is, present goals (long-range and short-range),
   d. Employment experiences, that is, jobs held (part-time and/or full-time) and
   e. Hobbies, travel and other interests.
   Include dates and a short description of each item listed.

4. Describe how you obtained your job. (PCC Placement Center, newspaper, a friend, etc.) How did you prepare yourself for the interview with your employer? Tell why you were selected.

5. What steps or procedures would you advise for a person who is seeking employment in general and for the job you now hold.

6. Do you agree with the statement: "An education is as good as you yourself make it." Explain. React to the statement, "Working at any type of job is educational."

7. Will your job prepare you for your career? Explain. If not, what kind of job would prepare you for your career?

8. How might the "energy crisis" affect your job? Your classes? Your personal budget?

9. Compare your work experience this semester with last semester. Have you changed employment? If so, what are some of the basic differences? Is your work related to your major?

10. How has interaction with your Cooperative Education teacher been of benefit to you both on your job and at school?

CEPS-SPS-1/74

GOLDEN WEST COLLEGE

CAREER ORIENTATION:

A tentative, speculative,

first draft of a proposal

to offer this "mini course"

co-sponsored by the Counseling

Center and Cooperative Education.

The purpose of the Course is to:

(1) Give students a broad foundation of knowledge of careers and where they may be pursued.

(2) Help students, through self-evaluation, to visualize more definite career goals.

(3) Give students a no nonsense realistic conception of what lies in store for them in the way of a career.

TITLE	CONCEPT
1. Myself . . . And the World of Work a. Preparation of a self assessment b. Education and Jobs	1. Realistic Assessment of the skills each individual brings to the world of work
2. Into What Kinds of Occupations can your major Lead? (Accounting - acct., taxation, auditing) a. Curriculum Areas (Partial List) 1. Accounting 2. Adm. of Justice 3. Art - Graphic design 4. Secretarial Science 5. Advertising and Marketing 6. Drafting Technology 7. Management 8. Science Technician 9. Liberal Arts	2. Scope of occupations open to person with definite skills.
3. Classification of Job Sources a. Government Jobs 1. Federal 2. State 3. City b. Private Industry 1. International 2. National 3. Local Non-profit Organizations 1. Hospitals 2. Health Organizations 3. Group Work Agencies 4. Unions 5. Professional Organizations (AHMA, AMA)	3. Variety of job possibilities with advantages and disadvantages of each kind.

4. How to Research a Company where you may want to Apply

   a. Annual Stock Report
   b. Industrial Listings
   c. Personal Contacts
   d. Dictionary of occupational titles
   e. Entry level positions

4. Forethought on starting career to avoid thoughtless changes from company to company.

5. Entry Level Jobs

   a. Types
   b. Future potential
   c. Compensation (salary, hospitalization, educational benefits, etc.)

5. To emphasize the fact that starting salary is only one of many considerations.

6. Sources and Resources for Employment

   a. Private Employment Agencies
   b. Public Employment Agencies
   c. Contract Employment Agencies
   d. College Placement Service
   e. Community Agencies, such as Urban League, Jewish, etc.
   f. Newspapers
   g. Commercial and professional publications

6. To give a concept of the variety of sources through which a person may obtain a position.

7. How to Formulate Resumes and Letters of Application

   a. Resumes
      1. Historical
      2. Functional

   b. Letters of Application

7. Knowledge of how resumes and letters may either open or close a door to employment.

8. Interviewing and Social Skills

   a. Interviews
      1. Role Playing
      2. Video-taping mock interview
      3. Critique

   b. Social Skills
      1. Communication
      2. Introductions
      3. Grooming
      4. Apparel
      5. Posture

8. How to conduct oneself during interview and on the job.

9. Pre-Employnent Testing . . . What you can Expect. a. Types 1. General Ability 2. Special Ability 3. Personality	9. The parts tests play in hiring and evaluating employees by companies.
10. Prognosis of Trends in Job Market a. Guest Lecturer 1. Bureau of Statistics 2. Personnel Manager b. Articles from periodicals	10. To open vista of ever-changing trends in the employment market.
11. Defining Your Goals a. Immediate goal b. Goal for five years ahead c. Life-time career d. Accidental careers - the role of Serendipity.	11. Inspiration to think ahead on life plans instead of drifting.
12. Human Relations in Business a. Employer Expectations b. Employee Expectations c. Problem situations	12. To forecast types of human relations situations most people are subject to in business.
13. A Reassessment a. Another self analysis is done b. Comparison with assessment done in first week c. Evaluation of course	13. Measuring change.

14000 FRUITVALE AVENUE SARATOGA, CALIFORNIA 95070 (408) 867-2200

WEST VALLEY
JOINT COMMUNITY COLLEGE DISTRICT

November 19, 1974

TO: All SB 642 Consortium Members

FROM: Clyde Reyes

SUBJECT: Foriegn Work Experience Project

As a result of our hasty conversation yesterday on the interlocking of our Foreign Work Experience Program with those of our consorting institutions, I would like to clarify what I understood . . . . with, perhaps, some revised thinking.

What I Understood

* That each of us would go back to our school to discuss the idea with language instructors and appropriate administrators.
* That there was a general dollars and cents concern with regard to A.D.A. and source of student coordination.
* That there was a basic feeling for simplicity in terms of Spring and Summer articulation of the project.
* That the model would have a spin-off effect once contacts were developed by consorting schools through the work experience of their individual students.

What I Propose

* West Valley College coordinate all students this Spring on a West Valley College transcript. Best method yet to be determined.
* West Valley Foreign Language Cooperative Education personnel would meet with other colleges language instructors to outline plan prior to Spring.
* Summer work experience credit will be transcripted on the basis of actual college attendance by participating students.
* Cooperating schools will pay a percentage of coordinator's travel/professional expenses. Travel expenses will be based on number of outside students to the overall number of West Valley College students going overseas divided into the total travel bill incurred by the coordinator upon his return. Professional salary expenses will be based on West Valley's coordinator pay for summer of '75.
* All future (after Summer '75) assistance by West Valley College Foreign Language Cooperative Education Coordinators will be done on a paid consulting basis.

I am hopeful that my interpretations and proposals will be treated for their soundness in terms of what we need to do to get the show on the road. In no way do I mean to be presumptious. Please call or write me on any point(s) which need to be tidied up by Monday, December 16th--our next meeting.

HAPPY TURKEY DAY!

JAMES P. HARDY, *Superintendent/President*
GOVERNING BOARD
ROBERT W. BRYDON, *President*
DONALD E. LINDSTROM, *Vice President* WILLIAM H. GOULD, *Clerk* WILLIAM H. CILKER FOSTER S. LOPES ROBERT A. SORENSEN MILDRED H. WHARTON

YEAR END REPORT 1974-'75

INTERNATIONAL WORK EXPERIENCE

UNDER SB642

The International Work Experience Program involved 96 students who worked on foreign assignments throughout the countries of Switzerland, Norway, Germany, Canary Islands and Belgium during the Summer of 1975. This was almost double the number of 50 students from the Summer of 1974.

There were several problems which faced the program this year, one which was brought on by the international economic crisis. Many European Countries imposed a "no foreigners" employment moratorium, locking out the majority of student work stations. However, with the backing of West Valley College Administration, coordinators Arne Lunde and Gunter Seefeldt were given extra support on international postage and telephone expenses in acquiring special waivers from the moratoriums throughout Northern Europe. The West Valley program was the only employee furnishing agency during the Summer of '75 in Switzerland and Norway.

Other concerns surrounded the issue of finance. While supportive of the International Work Experience concept, West Valley College carefully delineated the program's income and cost. While not considered a "money maker", the program did pay for itself through direct and indirect apportionment. Things generally considered income were units generated by Fall, Spring and Summer enrollment in the International Work Experience program itself and foreign language courses (at West Valley College) by students who were improving their language competencies in order to qualify for a foreign work assignment.

Expenses included ½ assigned coordination time for Arne Lunde, work experience advisor pay for both Lunde and Seefeldt and the cost of international travel and lodging. In brief, the program financial recap was as follows: (see attached.)

The summer coordination entailed over 8,000 miles of travel in Northern Europe by Arne Lunde and Gunter Seefeldt and involved another 2,000 miles to the Canary Islands by Mr. Seefeldt, thus completing their visitations to each of the 96 student job sites in less than 10 weeks. Total distance covered, including departure and return to San Francisco, for the coordinators was approximately 22,000 miles.

The International Work Experience program for 1974-'75 was a tremendous success for the SB642 Consortium and has established itself as an on-going venture between America and Europe with the possibilities of expansion to Mexico and Latin American Countries. West Valley College is vigorously pursuing ways in which local employers could provide Northern California summer stations for foreign students in conjuction with the West Valley Foundation-a special civic projects organization.

West Valley College will continue to develop and streamline the IWX during the next year focusing upon student accountability and interdistrict logistics.

INTERNATIONAL WORK EXPERIENCE

INCOME/COST SUMMARY

INCOME

$ 3,331.78	Fall '74
2,488.00	Spring '75
7,800.00	Summer '75 (estimate)
$13,619.78	Year's Income International Work Experience
$37,736.79	Language Courses Income (Lunde/Seefeldt)
$51,356.57	
- 26,235.00	Less International Work Experience Expenses 1974-'75
* $25,121.57	

* It must be noted that the final figure of $24,121.57 does not reflect language course instructional costs or postage and telephone expenses incurred by West Valley College.

CALIFORNIA CONSORTIUM ON COOPERATIVE EDUCATION
UNDER SENATE BILL 642
PROSPECTUS ON OBJECTIVES

Presently, Title 5 of the California Administrative Code suggests a rather sharp distinction between General Work Experience Education and Occupational Work Experience Education. I submit that, in reality, the students we work with, in a vocational guidance mode, are not always clearly assignable to a specific type of Cooperative Work Experience Education. Too, I feel that all work experience is related to the students' educational and/or occupational objectives, however short-term the objectives may be; objective-setting is, infact, a dynamic, not a static process. If educational and occupational objectives are identified as a part of the pre-enrollment process, if it is determined that the students' job will help achieve these objectives, and if learning (performance) objectives are identified each semester, enabling assessment of the learning content of the job and job performance, then, I believe, that students should be eligible to earn the maximum of 16 units of work experience credit; the key is that the vocational guidance and the assessment of learning and performance be related to the unique objectives of each student. This objectives-based procedure would enable community colleges to grant up to a maximum of 16 units for Cooperative Work Experience Education and would eliminate the necessity of distinguishing between "General" and "Occupational" Work Experience Education.

The limitation on the number of units of Cooperative Work Experience credit a student is eligible for should be imposed based upon the learning content of the job, assessed through the use of learning objectives. The instructor/coordinator should have the responsibility, each semester that a student enrolls for work experience credit, to assess the learning content of the job, related to the educational/occupational objectives of each student. If it is determined that there is insufficient learning to support the units of credit for which the student is enrolled, then the student should be withdrawn; again, however, this determination

should be based upon identified learning objectives, related to the student's educational/occupational objectives, and not be a rather arbitrary categorization (either "General" or "Occupational"). Again, if the learning content is sufficient each semester to justify additional units of credit, the student should be eligible to earn up to the maximum of 16 units for Cooperative Work Experience, presently allowed under Title 5 of the Administrative Code.

I intend to work with my instructor/coordinators to further refine the objectives-based co-op model in order to further test the validity of these theses.

June 26, 1975

To: Consortium Members and Associated Colleges

From: Carolyn Schuetz, Merritt College

Re: Shared Coordination 1975-76

At a meeting at Merritt College on June 11, 1975, representatives from Merritt (Carolyn Schuetz), Los Medanos (Lou Trapp), and Ohlone (Hugh Stanton) discussed the feasibility of sharing some Cooperative Education coordination among the cluster of colleges associated with Merritt in the Consortium. Possible advantages would be less time spent by the employer meeting with various college representatives, saving of mileage expense and staff travel time for colleges some distance from an employer, and exchange of information and procedures among the participating colleges.

A possible disadvantage would be the loss of personal exposure to the employer by the Cooperative Education staff of a given college. Because of this potential problem, it was decided to limit shared coordination to large employers who have requested central contacts and in which there is no opportunity to consult individual supervisors anyway. (The exception might be an individual student's employer that is so far geographically that one college will ask the assistance of another).

The group in attendance identified a few employers with which we might begin for Fall 1975. These are obviously tentative and need to be verified. Moreover, we did not have enough knowledge of Marin's territory to suggest employers there.

The suggested procedure would be:

1. Students on each campus would enroll with their respective Cooperative Education programs.

2. Students would work with appropriate staff members on their own campus to develop job-related goals. They would also be responsible for whatever class activities are required on their own campus.

3. Forms indicating the student's employment information and established goals would be forwarded to the Cooperative Education director of the college that had agreed to make the contact.

4. A coordinator would visit the appropriate individual(s) at the employing company and would record verification of a) job title and brief description of duties, b) average number of hours worked per week, c) approval of goals. The coordinator would also report any problems or suggestions related to students.

5. Record of coordinator's visit would be sent back to the student's campus.

6. Student's own campus program staff will be responsible for mailing forms for final evaluation and for following up on specific individual problems.

The employers identified so far are the following:

College of Alameda	- Alameda Naval Air Station
College of Marin	-
Los Medanos	- United States Steel
Merritt	- Pacific Gas & Electric Oakland Post Office Oakland Police Department
Ohlone	- General Motors F.A.A. Fremont Bordon-Columbia Coated Division Peterbilt
San Francisco	- United Air Lines ILWU Longshoremen

A meeting will be called in September to finalize the employers and to verify procedures and participants.

CS:gm

PROPOSALS FOR EXPERIMENTATION---1975-76
California Consortium on Cooperative Education
Submitted by
Carolyn Schuetz, Merritt College

1. Mini-courses of Cooperative Education

Short-term periods of employment could be used as mini-"alternate semester" periods for purposes of Cooperative Work Experience credit.

--For example, Christmas or spring vacations,
or short-term summer employment within
or external to the college summer session.

Credit would be granted on total number of hours worked, rather than on weekly averages, using the standard Title V guidelines as follows: 300 hours = 4 units
225 hours = 3 units
150 hours = 2 units
75 hours = 1 unit

The college would collect ADA on basis of short-term courses run on positive attendance basis.

2. Coordination Shared Among Consortium Members and Feeder Colleges

Coop directors of the college cluster would identify geographic areas and/or specific employers as serving more than one college in the group.

Coop Ed coordinators would be assigned as most appropriate from all colleges to make field visits and reports for students from all colleges at a given location.

Goals would be developed on student's campus of enrollment and copy of goals statement would be forwarded to appropriate central coordinator prior to visit.

A common report form would be developed to disseminate information back to colleges of enrollment for each student. Problems and/or special issues would be followed up by director of appropriate program.

Questionnaire would be developed to poll employers, students, and coop ed staff as to pros and cons of this system.

GOLDEN WEST COLLEGE
Member-California Consortium on Cooperative Education
Position Paper on Eight Unit Concept

Learning (performance) objectives have become an integral part of many co-op programs in California. They provide an educationally sound way of identifying the new or expanded learning that the student is experiencing on the job, for which units of credit are granted, and provide the basis for measuring the student's performance, against which the letter grade is determined.

Presently, Title 5 limits a student to four units per semester of elective credit for work experience unless the student is enrolled in an alternate semester plan. The member colleges in the California Consortium on Cooperative Education, under Senate Bill 642, can grant up to eight (8) units of elective credit per semester (no more than one semester unit for each five hours of work per week) to all co-op students, regardless of whether they are enrolled in an alternate semester, parallel, or evening college plan.

Golden West College, a Consortium member, is committed to test the eight (8) unit concept, under Senate Bill 642. Instructor/Coordinators will work with their assigned students (alternate, parallel, evening) at the beginning of the semester to identify the job-related learning objectives for the semester. After reviewing the identified objectives the instructor/coordinator is in a position to recommend the appropriate number of units, up to eight (8) in a given semester, to be awarded if the learning contract is successfully completed; this is similar to arranging either an independent or an advanced study contract. The recommendation will be reviewed by a co-op administrator and approved if the identified objectives reflect substantive learning, appropriate to the number of units to be granted. Increasingly, we are recognizing that it is the substantiveness of the learning objectives, not the number of hours worked, that provides the basis for awarding work experience units.

This innovation will be evaluated carefully each semester. If it is proven to be educationally sound, it is hoped that it will be approved by the Consortium members to be included in the list of recommended changes to existing legislation (Title 5 of the California Administrative Code).

III. CONSORTIUM CONTRIBUTIONS TO THE CO-OP PROFESSION

Introduction

In this chapter we will highlight the ways in which the Consortium members responded to three of our stated goals: to conduct research projects, to serve the co-op profession through continuing participation in a variety of training experiences, to have an impact on changes in legislation relative to cooperative education. A brief synopsis of each of our major contributions will be shared. Too, documentation is offered, in the order of the synopses, for those interested in a more thorough review.

State Research Project

The Consortium members, realizing that a number of co-op programs were being initiated in the nation's community colleges, decided that a research project identifying the state of the art in California community colleges would be of interest and assistance to co-op educators both within and outside California. Consequently, one of our members, Jerry Kjeldgaard from Hartnell Community College, was commissioned to conduct a study which was completed on January 8, 1975. We are delighted that 88 of the California community colleges participated in this study by responding to the questionnaire. The results were shared at the Spring conference of the California Association of Work Experience Educators and, through the courtesies of the California Community College Chancellor's Office, were distributed to each community college in California. Too, the information generated by this study was shared at the Spring 1975 conference of the Cooperative Education Association in St. Louis, Missouri. The responses from our fellow professionals indicates that this data has been helpful to many persons responsible for developing co-op programs at their respective campuses.

Joint Advisory Committee on Transfer Issues

Two years ago a joint committee, representing both the California state colleges and universities and the community colleges, was formed to help resolve articulation problems. A year ago a subcommittee on work experience education was appointed to make recommendations on transfer issues relating to work experience credit; two of the Consortium members, Ron Grant and Karl Strandberg, made significant contributions to the work of this subcommittee. The final recommendation (presently being studied by members of JACOTI), if accepted, will enhance the stature of co-op in higher education and will significantly ease some of the transfer problems experienced by our students, especially in occupational education. Efforts of this nature have also resulted in all campuses in the University of California system being willing to accept up to 6 units of co-op credit for a transfer student. It is hoped that these working documents, listed in the documentation will be helpful to other educators throughout the nation who are interested with articulation issues.

Training

To date, the Consortium members have chosen to meet their commitment to training by conducting workshops and seminar sessions which are sponsored by other professional groups and/or associations rather than sponsor our own training experiences. Presentations were made at the following association conferences: California Association of Work Experience Educators, California Community College Placement Association, California Cooperative Education Association, the national Cooperative Education Association, Society for Field Experience Education, and Colloquium IV (an experiential learning non-association). Additionally, Consortium members accepted leadership roles at two western regional training experiences; one jointly sponsored by the National Commission on Cooperative Education and San Mateo Community College District, and the second jointly sponsored by the National Commission and California State University at Fullerton. We feel that one of our most significant achievements is to contribute to the in-service training of our colleagues in an effort to help develop educationally sound co-op programs for students. We sense that good training experiences for employer representatives are needed; we plan to address this need during the 1975-76 academic year.

Feeder Colleges

The Consortium members believe that we are responsible to represent our colleagues in all of the California community colleges in the design, implementation and evaluation of innovative co-op models and in our interfacing with both the California Legislature and the California Community College Chancellor's office. In this regard each of the six participating college representatives selected representatives from four to five community colleges in their respective geographical area to serve as an advisory committee. These committees suggest needed innovations to field test and assist in the evaluation of our efforts. Where possible, the feeder colleges are invited to participate in field tests. We feel this more broad-based input strengthens our work and assures a more comprehensive final report, with recommendations for needed changes in legislation, to the Legislature.

Federal Legislation

The Consortium, representing the California community colleges, has extensively field tested both the parallel and extended day types of cooperative education programs. Our experiences have convinced us that these arrangements are educationally sound and equally as valid a co-op arrangement as the alternate semester plan. Therefore, we have lobbied strongly to get the definition of cooperative education broadened in Title IV D of the Higher Education Act so that colleges would be free to use this source of funding to develop comprehensive programs designed to meet the broad range of needs of the students and employers they serve. The Consortium hosted a meeting of two-year and four-year college and university representatives to provide input for Roy Wooldridge, Executive Director of the National Commission on Cooperative Education, who presented a position paper on needed changes in legislation to the U. S. Office of Education. Too, we have written letters and telegrams to interested congress-

men expressing the Consortium's position. We are delighted that our position has now been supported by both the National Commission and the membership of CEA and are hopeful that the now Title IV D legislation, currently being debated in Congress, will reflect our input.

November 22, 1974

Dear Karl:

The California Consortium on Cooperative Education under Senate Bill 642 is conducting a statewide research study in cooperative work experience. One phase is to clarify concerns on supervision and remuneration for support services. The enclosed questionnaire to gather selected information is concise and should not take too much of your time to answer.

The questionnaire will be analyzed by Jerry Kjeldgaard of Hartnell College in Salinas, California, and the findings will be forwarded to all of the colleges at a later date. It has come to our attention that many colleges are conducting their own surveys relevant to pay and supervision. Hopefully, this comprehensive survey will fulfill the needs for additional factual information.

We look forward to 100 percent participation in this research project and would be most appreciative if you would complete and return the document no later than Friday, December 13.

Sincerely yours,

Lee

Dr. Leland P. Baldwin
Assistant Chancellor for
Occupational Education

LPB:pp

Enc.

CALIFORNIA CONSORTIUM ON COOPERATIVE EDUCATION
UNDER SENATE BILL 642

STATE RESEARCH PROJECT
Completed January 8, 1975--Responses from 88 Community Colleges

Conducted by Jerry Kjeldgaard
Hartnell Community College
156 Homestead Avenue, Salinas California
(408) 758-8211 Ext. 235

1. Our director of the Cooperative Work Experience Program is

A) 59% full-time (52 schools) B) 26% part-time (22 schools) C) 11% no director (10 schools) D) 4% No Response (4 schools)

2. This position is

A) 37% administrative (32 schools) B) 52% faculty (46 schools) C) 8% Other (7 schools) D) 3% No Response (3 schools)

3. As program director, do you also supervise students?

Yes 44% (39 schools) No 37% (33 schools) No Response 19% (16 schools)

(If yes, how many per quarter/semester?)

(1 - 50) 13% (11 schools) (51 - 100) 20% (19 schools) (100 +) 18% (16 schools) No Response 49% (42 schools)

4. Director's annual salary (in thousands of dollars)

(15 - 18) 30% (26 schools) (19 - 22) 18% (15 schools) (23 - 26) 19% (17 schools) (27 - 30) 8% (7 schools) (31 +) 1% (1 school)
No Response 24% --22 schools

Please circle 9, 10, 11, or 12 month contract

(9) 15% (13 schools) (10) 28% (26 schools) (11) 8% (7 schools) (12) 25% (21 schools) No Response 24% (21 schools)

5. How many instructor/coordinators are full-time? part-time?

full-time

(34 schools have 1) 40% (5 schools have 2) 6% (4 schools have 3) 4%
No response 49%--43 schools (1 school has 4) 1%

part-time

(32 schools have 1-10) 37% (21 schools have 11-20) 25%
(11 schools have 21-30) 12% (4 schools have 31 -40) 5%
(6 schools ahve 40 or more) 7% No Response 14%--12 schools

6. Instructor/coordinators who supervise Cooperative Work Experience students do it

A) 68% as an overload assignment — 60 schools
B) 19% as part of their regular assignment — 17 schools
C) 7% a volunteer basis — 6 schools
D) 6% No Response — 5 schools

7. Are the instructor/coordinators paid for supervision on a per student basis?

Yes 61% — 54 schools
No 30% — 26 schools
No Response 9% — 8 schools

8. Is there a limit to the number of students that a full-time faculty member can supervise each quarter/semester on an overload basis?

A) 69% Yes — 61 schools
B) 7% No — 6 schools
C) 2% Other — 2 schools
D) 22% No Response — 19 schools

(If yes, what is the limit?)

(1 - 20) 13% — 11 schools
(21 - 30) 18% — 15 schools
(31 - 40) 6% — 5 schools
(41 - 50) 6% — 5 schools
(51 or more) 13% — 12 schools
No Response 44% — 39 schools

9. On the average, how many visitations are made by instructor/coordinators for purposes of employer consultation per quarter/semester?

48 schools	35 schools	2 schools	1 school	
[54%]	[40%]	[2%]	[1%]	No Response 3%--2 schools
(1 visit)	(2 visits)	(3 visits)	(4 or more visits)	

10. Does your college offer Cooperative Work Experience credit for non-occupational majors? Example: English, history, music, etc.

Yes 60% — 51 schools
No 35% — 32 schools
No Response 5% — 5 schools

(If yes, is the unit credit granted within the academic major?)

Yes 24% — 21 schools
No 31% — 28 schools
No Response 45% — 39 schools

11. Are four-year colleges accepting your Cooperative Work Experience units for transfer to either in their majors or as electives?

A) 16% majors — 14 schools
B) 52% electives — 46 schools
C) 12% neither — 11 schools
No Response 20% — 17 schools

What four-year colleges:

Golden GAte University (S.F.)
Cal Poly (San Luis Obispo)
Cal Poly (Pomona)
California State University, Fresno
San Diego (Calexico)
California State Univ., Irvine

California State College, Dominguez Hills
California State University, Los Angeles
La Verne College
California State University, Sacramento
California State University, Chico
California State University, Fullerton
California State University, Long Beach
San Diego State University
Pepperdine University
Riverside University
San Jose State University
UC Davis
USIU
Notre Dame
California State University, Northridge
University of Washington
California STate University, Hayward
U.O.P., Stockton
Saint Marys
Mills College
California State University, Stanislaus
Humboldt State University
California State University, Sonoma

How many units will they accept?

(1 - 2) 2% — 2 schools
(3 - 4) 4% — 3 schools
(5 - 6) 15% — 13 schools
(7 - 8) 12% — 10 schools
(9 - 10) 6% — 5 schools
(11 or more) 14% — 13 schools
No Response 47% — 42 schools

12. Do you offer Cooperative Work Experience during the summer session?

Yes 72% — 64 schools
No 23% — 19 schools
No Response 5% — 5 schools

(If no, are you planning it for the future?)

Yes 18% — 15 schools
No 8% — 7 schools
No Response 74% — 66 schools

13. Are you now offering the 8 unit alternate plan?

Yes 38% — 34 Schools
No 54% — 47 schools
No Response 8% — 7 schools

(If yes, how many students are enrolled?)

(1 - 5 students, 6 schools) 7%
(6 - 10 students, 4 schools) 4%
(11 - 15 students, 3 schools) 4%
No Response 85%--75 schools

(If no, do you plan to develop the alternate semester plan?)

Yes 39% — 33 schools
No 10% — 9 schools
No Response 51% — 46 schools

14. What percent of your total student body is enrolled in Cooperative Work Experience any given quarter/semester? ____% (First Census Date)

Breakdown:
(1 - 10%) 53% — 46 schools
(11 - 20%) 28% — 25 schools
(21 - 30%) 9% — 8 schools
No Response 10% — 9 schools

Average: 9.39% 79 out of 88 colleges Lowest 1% Highest 25%

15. Are you receiving any augmenting federal funds?

Yes 28% (27 schools) HEW--Yes 29% (25 schools) No Response 43% (36 schools)

16. How many students are enrolled in: 9,358 general 56,317 occupational

A) 15.2 general (15 schools) B) 84.8 occupational (73 schools) (work experience--census date statistics)

17. Do you have a coordinating class for

Occupational Cooperative Work Experience? Yes 61% (53 schools) No 31% (28 schools) No Response 8% (7 schools)

General Cooperative Work Experience? Yes 65% (55 schools) No 18% (16 schools) No Response 17% (17 schools)

18. Do you provide in-service training for your instructor/coordinators?

Yes 64% (57 schools) No 27% (23 schools) No Response 9% (8 schools)

20. The Cooperative Work Experience Director reports to:

President 3 schools Dean of Instruction 30 schools Dean of Students 2 schools

Dean of Vocational Education 32 schools

Remainder: (21 schools)

Under various headings of: Vice President
Coordinator of Career Education
Dean/Education Services
Vice President/Student Affairs

et al

JOINT ADVISORY COMMITTEE ON TRANSFER ISSUES
SUBCOMMITTEE ON WORK EXPERIENCE CREDIT
GUIDELINES FOR WORK EXPERIENCE CREDIT

The policy of the California State University and Colleges for accepting credit by any of the campuses of the system for work experience earned while enrolled at another college or university shall be governed by the following provisions:

1. The college or university at which the student was enrolled at the time the work experience credit was earned must furnish a transcript of record listing the student's work experience credit, including course number and title, units and grade earned.

2. If the work experience credit was granted by an accredited general purpose baccalaureate granting institution, it will be accepted at least on an elective basis.

3. If work experience credit was earned at an accredited multi-purpose institution such as at a community college or other institution not offering a bachelor's degree, work experience credit will only be accepted on transfer if the appropriate authority of the transferring institution has identified the credit as being appropriate for baccalaureate credit under the terms established by the Chancellor of the California State University and Colleges, Executive Order #167, Transfer of Credit.

4. Only that credit (within the limits specified in item #7 below) which has been certified or otherwise identified as bachelor's degree appropriate shall be used in determining eligibility for admission as an undergraduate transfer.

5. Transfer applicants presenting work experience credit completed at unaccredited institutions, or completed at accredited institutions but not identified as appropriate for baccalaureate credit, may have that credit evaluated (within the limits specified in item #7 below) and its acceptability determined by a particular campus of the California State University and Colleges after admission eligibility has been determined if, in the judgment of the appropriate authorities of that campus, it is determined that the credit is applicable to a particular degree program.

6. Following admission and on petition by the student, appropriate campus authorities shall review work experience credit in conjunction with the students' degree objective to determine the extent to which the credit meets degree requirements. Credit not meeting degree requirements shall be acceptable as general elective credit.

7. Maximum units to be allowed shall be in accordance with California Administrative Code, Title V. Units allowed and grades thus received shall be included in units completed. If a letter grade is awarded, it shall be included in grade point average calculations.

8. To qualify for transfer credit, the work experience program should meet at least the following minimums consistent with California Administrative Code, Title V, provisions on work experience education programs.

   a. Applicant shall have participated in a planned program of work experience education with pre-experience identification of expected goals.

   b. Guidance and supervision services, shall be integral elements of work experience programs.

   c. Evaluation of the total environment in which students acquire work related experiences shall be a continuing activity, contributed to by students, employers, and work experience supervisors.

PASADENA CITY COLLEGE

PASADENA, CALIFORNIA

MEMORANDUM

TO: All Consortium Members

DATE: August 25, 1975

FROM: Joseph F. DiMassa
Pasadena City College

SUBJECT: Articulation

Enclosed is the latest update on Articulation from the University of California with a clarification on guideline #1 from Barbara Larrabee who works with the University of California's Relations with Schools Office.

I think her interpretation of guideline #1 is very important and could make some real changes necessary in terms of transferring Coop Ed to the UC System.

I hope that we will have a chance to discuss the guidelines at our next meeting.

JFD/sdt

Attachment

UNIVERSITY OF CALIFORNIA

BERKELEY · DAVIS · IRVINE · LOS ANGELES · RIVERSIDE · SAN DIEGO · SAN FRANCISCO — SANTA BARBARA · SANTA CRUZ

David S. Saxon
~~Charles J. Hitch~~
President of the University

FRANK L. KIDNER
Vice President—Educational Relations

OFFICE OF THE PRESIDENT
BERKELEY, CALIFORNIA 94720

August 21, 1975

Joseph DiMassa
Cooperative Education and Placement
Pasadena City College
1570 E. Colorado Blvd.
Pasadena, California 91106

Dear Mr. DiMassa:

As we discussed today, I am enclosing a copy of a letter which was mailed in June to all Community Colleges outlining briefly the agreement in experiential learning. I am urging Mr. Gainsley's office to make this agreement more widely known by including an article in California Notes.

I checked my interpretation of guideline #1 and what I described to you on the phone is correct: the subject area with which the experiential learning is connected must be in an area which would normally transfer to the University. The student need not necessarily concurrently enroll in a regular course in the same subject area. I hope this clarifies the matter for you, and would be glad to hear from you again if you have additional questions.

Sincerely,

Barbara Larrabee

Barbara Larrabee
Administrative Assistant
Relations with Schools - Systemwide

Enclosure

UNIVERSITY OF CALIFORNIA

BERKELEY · DAVIS · IRVINE · LOS ANGELES · RIVERSIDE · SAN DIEGO · SAN FRANCISCO · SANTA BARBARA · SANTA CRUZ

CHARLES J. HITCH
President of the University

FRANK L. KIDNER
Vice President—Educational Relations

OFFICE OF THE PRESIDENT
BERKELEY, CALIFORNIA 94720

June 30, 1975

ARTICULATION OFFICER:

As you know, my office annually prepares and issues transfer course agreements for each California Community College. We have already received requests from some of you to update your lists for 1975-76; but if you have not yet forwarded your revisions, we need your assistance in reviewing and updating the attached list by either entering the changes directly on the list itself or by marking a copy of your current catalogue. New courses will transfer to the University of California if they are equivalent or similar to courses offered by the University, or are appropriate to a University degree. Within these guidelines, we ask that you submit all courses that you consider transferable. We continue to welcome comments you might have about the lists including suggestions for improvements that might better serve the interests of transfer students.

A new University policy on the transfer of a limited amount of experiential learning (other titles include field experience, work experience, cooperative education, etc.) will enable us to accept up to six semester (nine quarter) units, provided this work meets all of the following specifications:

1. The experiential learning must be associated with academic course work in a clearly defined and identifiable way.

2. The work must be carefully planned and supervised.

3. The expected goals must be clearly stated.

4. The work must be carefully evaluated by both faculty and supervisors (e.g. by written reports or grades) and the quality measured (e.g. by grades), and noted on official transcripts.

We will need your assistance in identifying any work at your college which will meet these guidelines. Catalogue descriptions will be sufficient in many cases;

in other cases, we may need to ask you for expanded documentation. The acceptance of this credit will be on an experimental basis for five years, at which time the faculty wishes to reevaluate the policy.

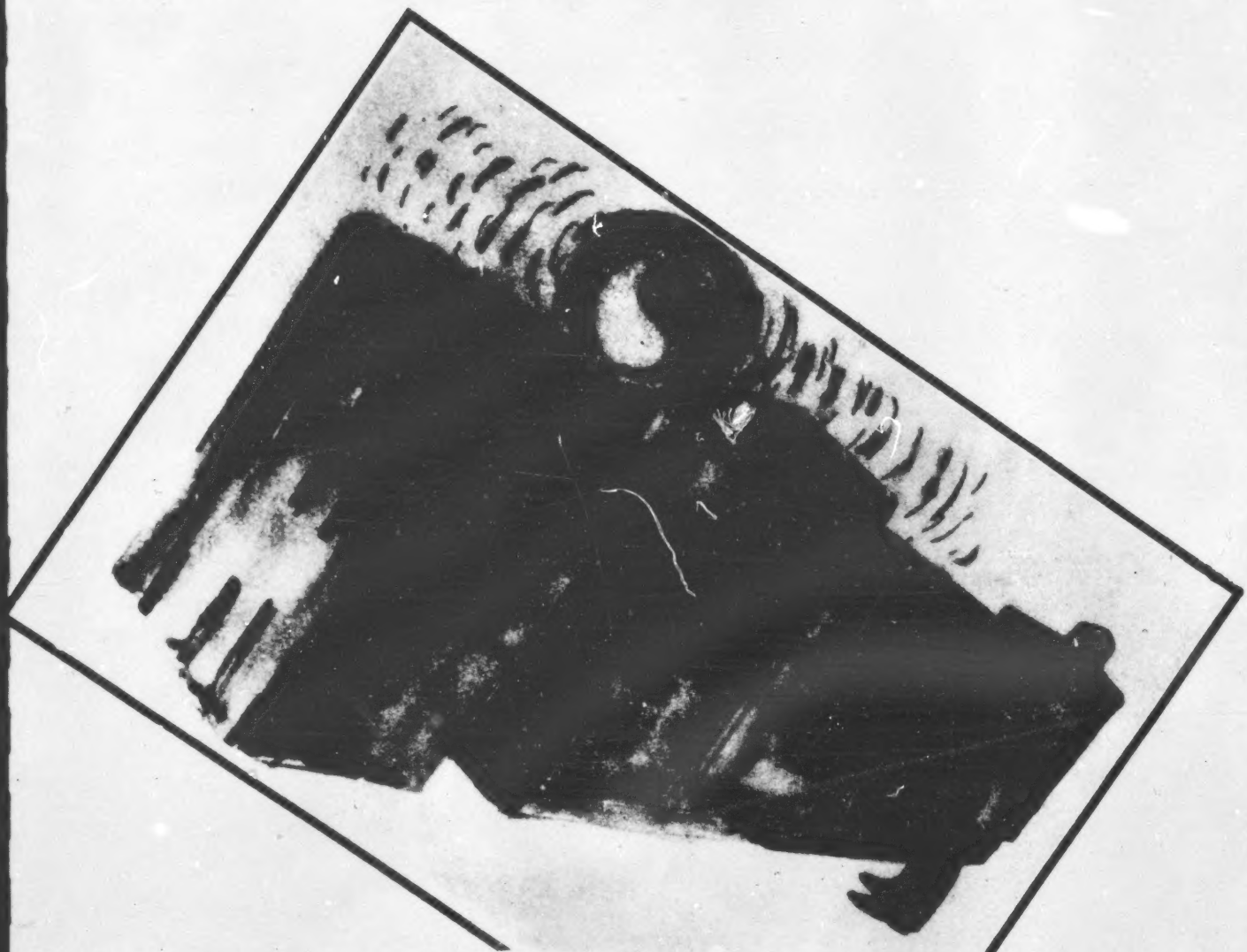
I look forward to hearing from you.

Very truly yours,

Lyle C. Gainsley
Director of Admissions and
University Registrar

Attachment

California Consortium on Cooperative Education Under Senate Bill 642



Experimenting with the future of Cooperative Education:

Golden West College
Hartnell College
Merritt College
Orange Coast College
Pasadena College
West Valley College

COOPERATIVE EDUCATION

Experiments To Be Field Tested

During the School Year 1975-76

Golden West College, Karl Strandberg - Director

Golden West College will field test an approach to Cooperative Education which would eliminate the necessity of distinguishing between "general" and "occupational" work experience education.

In reality, students involved in the Golden West vocational guidance mode, are not always assignable to a specific type of cooperative work experience education. All work experience is related to students' educational and/or occupational goals. However short-term these goals may be, objective setting can be applied as a dynamic rather than static tool. If:

1. *it is determined that the student's job will help achieve these objectives*
2. *educational and occupational objectives are identified as part of the pre-enrollment process*
3. *the student's job will help achieve these objectives*
4. *the learning content of the job can be assessed*
5. *learning objectives are identified each semester*

then community colleges would be able to grant up to 16 units of work experience credit to all cooperative education students who deserve it. The key would be that vocational guidance and assessment of learning and performance be related to the unique objectives of each student.

The limitation on the total number of units of work experience credit a student may be eligible for will be based upon the learning content of the job to be assessed through the use of learning objectives. It shall be the responsibility of the instructor/coordinator to assess the job learning contents each semesten at which time it will be determined if the student be allowed to earn additional work experience credit.

Golden West College will use the third year of the Consortium to further refine this objective based co-op model.

Merritt College, Carolyn Schutz - Director

Merritt College will pursue the following experiments under SB642 during the School Year 1975-76.

1. *Short-term periods of employment could be used as "mimi alternate-semester" periods for purposes of Cooperative Work Experience credit.*

   . . . For example: Christmas or spring vacations, or short-term summer employment within or external to the college summer session

Students would contract for goals and/or a project related to the short-term work assignment. Number of units would be determined by the nature of such goals and by completion of at least a minimum number of hours of experience per unit (at least 160 hours for 4 units, 120 hours for 3 units, 80 hours for 2 units, 40 hours for 1 unit).

The college would collect ADA based on short-term courses run on positive attendance basis.

2. *Coordination Shared Among Consortium Members and "Feeder" Colleges*

   A. *Coop directors of the college cluster would identify geographic areas and/or specific employers as serving more than one college in the group.*

   B. *Coop Ed coordinators would be assigned from all colleges to make field visits and reports for students from all colleges at a given location.*

   C. *Goals would be developed on respective campuses of students' enrollment and a copy of goals would be forwarded to appropriate central coordinator prior to visit.*

   D. *A common report form would be developed to disseminate information back to colleges of enrollment for each student. Problems and/or special issues would be followed up by director of appropriate program.*

   Questionnaire would be developed to poll employers, students, and co-ed staff as to pros and cons of this system.

3. *Waiver of 12-unit requirement between periods of employment for "alternate semester" credit (suggested by College of Marin).*

   Students would be able to move between parallel and alternate plans without the interim 12 units now required by Title V. This would allow the development of a student for an alternate semester assignment while he is on a part-time credited assignment. It would also allow greater flexibility for meeting employer needs. For example, alternating a pair of students on part-time and full-time assignments to maintain employee continuity.

   Total number of cooperative work experience education units a student could earn through any variation in work patterns would still be limited to maximums stated in education code (16 semester units).

Orange Coast College, Jim Garmon - Director

Orange Coast shall field test a cooperative education model in which the students' learning shall be based upon the study of the "working environment".

The students desiring a semester of cooperative education credit under this plan shall study under the guidance of a sociology instructor who will assist students to evaluate the sociogram of their working environment. The purpose of this option would be to assist students to better understand themselves and to develop socio-related skills.

By developing such a model, students would be given a broader basis for on-the-job training and social growth as it relates to the overall success of their career choice.

West Valley College, Director - Clyde Reyes

West Valley College will continue to expand its International Cooperative Education Program to Mexico and Latin American Countries. At the present over 100 students, including several from Orange Coast College, Merritt College, Hartnell College, University of Washington and San Jose State, will be involved in international work assignments this summer through West Valley's program.

There has been strong AACJC interest shown in West Valley's International Program. Discussions are taking place that would link West Valley's model with AACJC's Kellogg Foundation Grant to expand the community college concept to foreign countries.

West Valley will develop an alternative to related instruction which will be called Career Studies. These courses will range from half-unit modules to 3 semester units of intense classroom career studies that will assist students to better understand their interests and abilities. These offerings would be directed at enhancing the students' career decision making process and to deal effectively with the challenges of their career choice(s). Each module or semester course would be braided with seminars and orientation on career services offered by the college. Heavy emphasis will be placed on video taping and playback of various course sequences to provide students with a visual conception of their social mannerisms connected with interview techniques, role-playing, etc.

Each Career Studies module or course would be on an option basis and available to all students searching for career facilitating instructions. Examples of courses West Valley will offer through Cooperative Education are:

Careers And Lifestyles For Women

Careers For The Handicapped

New Careers And Alternatives After 50

Self-Awareness And Career Exploration

Career Transition And The Veteran

The Theory Of Work

Careers In Technology

Careers In Social Science

Careers In Business

Careers In Visual Communications

Careers In Health

These courses will be offered as separate components to work experience credit. The Cooperative Education Program shall then become the ninth academic division of the institution with ancillary offerings of:

Vocational Counseling

Placement Services

Job Development

Follow-up Studies

Career Resource Library

Self-Contained Communications Network

State Employment Placement Counselor

Volunteer Bureau

Hartnell College, Jerry Kjeldgaard - Director

Hartnell Community College plans to implement an innovative program on travel as it relates to Cooperative Education.

We recommend any student currently enrolled in community college could be a possible candidate to develop a special independent study program in consort with Cooperative Education as it relates to travel. For example: Architecture students planning to junket to Europe may orchestrate with his architecture drafting instructor a special project on European design, structure, et. al.

All arrangements for the academic charge will be developed by Faculty Coordinators and Director of Cooperative Education.

I can forsee travel "inter-disciplinary units" being granted in many areas with a proviso that a well designed independent study plan be formulated.

Senate Bill 642

Needs Assessment Conducted in Concert With Surrounding Colleges

Golden West College

1. Cerritos College
2. Cypress C./Fullerton J.C.
3. Long Beach City College
4. Los Angeles Harbor College

Hartnell College

1. Cabrillo College
2. Gavilan College
3. Monterey Peninsula College

Merrict College

1. Alameda, College of
2. Marin, College of
3. Ohlone College
4. San Francisco, City College of
5. Los Medanos

Orange Coast College

1. Desert, College of the
2. Mt. San Jacinto College
3. Saddleback College
4. San Diego City College
5. Santa Ana College

Pasadena City College

1. East Los Angeles
2. Los Angeles Community College
3. Mt. San Antonio College
4. Rio Hondo College
5. Santa Barbara Valley College

West Valley College

1. DeAnza College/Foothill College
2. San Jose City College
3. San Mateo, College
4. Skyline College

December 6, 1974

TO: S.B. 642 Consortium Members

FROM: Ron Grant

SUBJECT: Letters to Participating Colleges

Enclosed is a copy of Dr. Leland Baldwin's letter which was sent out to the various colleges as indicated on the attached sheet.

RG:sc

Encl.

This letter sent to those on the attached list.

October 30, 1974

Dr. Wilford M. Michael
Superintendent/President
Cerritos College
11110 East Alondra Boulevard
Norwalk, CA 90650

Dear Wil:

Over a year ago, under the authorization of SB 642, a pilot consortium for cooperative work experience was formed to conduct a three-year study. The study was to be under the supervision of this office and evaluated at the end of the third year.

The consortium is now in its second year. To broaden the base of the five colleges in the study, the consortium is seeking the assistance of your college and would be working with your lead person for cooperative work experience education.

Your college would be working with Golden West College. If for some reason you're not able to participate in this voluntary effort, please let me know.

Sincerely,

Dr. Leland P. Baldwin
Assistant Chancellor of
Occupational Education

This letter sent to those on the attached list.

October 30, 1974

Dr. Wilford M. Michael
Superintendent/President
Cerritos College
11110 East Alondra Boulevard
Norwalk, CA 90650

Dear Will:

Over a year ago, under the authorization of SB 642, a pilot consortium for cooperative work experience was formed to conduct a three-year study. The study was to be under the supervision of this office and evaluated at the end of the third year.

The consortium is now in its second year. To broaden the base of the five colleges in the study, the consortium is seeking the assistance of your college and would be working with your lead person for cooperative work experience education.

Your college would be working with Golden West College. If for some reason you're not able to participate in this voluntary effort, please let me know.

Sincerely,

Golden West College ✓

Dr. Wilford M. Michael
Superintendent/President
Cerritos College
11110 East Alondra Boulevard
Norwalk, CA 90650

Dr. Omar H. Scheidt
President
Cypress College
9200 Valley View Street
Cypress, CA 90630

Dr. John W. Casey
President
Fullerton College
321 East Chapman Avenue
Fullerton, CA 92634

Dr. Frank C. Pearce
President
Long Beach City College
4901 East Carson Street
Long Beach, CA 90808

Mr. Eugene A. Pimentel
President
Los Angeles Harbor College
1111 Figueroa Place
Wilmington, CA 90744

Hartnell College ✓

Dr. Robert E. Swenson
Superintendent/President
Cabrillo College
6500 Soquel Drive
Aptos, CA 95003

Dr. Ralph Schroder
Superintendent/President
Gavilan College
5055 Santa Teresa Road
Gilroy, CA 95020

Dr. George J. Faul
Superintendent/President
Monterey Peninsula College
980 Fremont Boulevard
Monterey, CA 93940

Pasadena City College ✓

Dr. Armando Rodriguez
President
East Los Angeles College
5357 East Brooklyn Avenue
Los Angeles, CA 90022

Dr. Franklin R. Turner
President
Los Angeles Southwest College
11514 South Western Avenue
Los Angeles, CA 90047

Mr. Eldon E. Pearce
Superintendent/President
Mt. San Antonio College
1100 North Grand Avenue
Walnut, CA 91789

Dr. Walter M. Garcia
Superintendent/President
Rio Hondo College
3600 Workman Mill Road
Whittier, CA 90608

Dr. Glenn G. Gooder
Superintendent/President
Santa Barbara City College
721 Cliff Drive
Santa Barbara, CA 93109

Orange Coast College

Dr. F. D. Stout
Superintendent/President
College of the Desert
43-500 Monterey Avenue
Palm Desert, CA 92260

Dr. Milo P. Johnson
Superintendent/President
Mt. San Jacinto College
21-400 Highway 79
San Jacinto, CA 92383

Dr. Fred H. Bremer
President
Saddleback College
28000 Marguerite Parkway
Mission Viejo, CA 92675

Orange Coast College (continued)

Dr. Allen J. Repashy
President
San Diego City College
1425 Russ Boulevard
San Diego, CA 92101

Dr. John E. Johnson
Superintendent/President
Santa Ana College
Seventeenth at Bristol
Santa Ana, CA 92706

Merritt College

Dr. Paul L. Holmes
President
College of Alameda
555 Atlantic Avenue
Alameda, CA 94501

Mr. Irwin P. Diamond
President
College of Marin
Kentfield, CA 94904

Dr. Stephen E. Epler
Superintendent/President
Ohlone College
650 Washington Boulevard
P.O. Box 909
Fremont, CA 94537

Mr. Harry W. Frustuck
Interim President
City College of San Francisco
50 Phelan Avenue
San Francisco, CA 94112

Mr. John I. Carhart
President
Los Medanos College
2700 East Leland Road
Pittsburg, CA 94565

West Valley College

Dr. A. Robert DeHart
President
De Anza College
21250 Stevens Creek Road
Cupertino, CA 95014

West Valley College (continued)

Dr. James S. Fitzgerald
President
Foothill College
12345 El Monte Road
Los Altos Hills, CA 94022

Dr. Theodore I. Murguia
President
San Jose City College
2100 Moorpark Avenue
San Jose, CA 95114

Dr. John C. Petersen
President
Skyline College
3300 College Drive
San Bruno, CA 94066

Dr. David H. Mertes
President
College of San Mateo
1700 West Hillsdale Boulevard
San Mateo, CA 94402

Also sent to:

Mr. Albern G. Watts
Drafting Department Work Experience Coordinator
Long Beach City College
1305 E. Pacific Coast Highway
Long Beach, CA 90806

Mr. Allen Frankley
Cooperative Education, Coordinator
Cerritos College
11110 E. Alondra Blvd.
Norwalk, CA 90650

December 19, 1974

Mr. Hank Tobler
North Orange County Community College District
1000 N. Lemon
Fullerton, CA 92632

Dear Mr. Tobler:

I trust that your president has received a letter from the Community College Chancellor's Office requesting that your college become an informal participant in some of the efforts related to the Senate Bill 642 consortium. I trust you will choose to participate with us.

To give you some background, I am enclosing a copy of the Senate Bill and a copy of the by-laws. As you will note, the consortium is represented by six community colleges (Hartnell, Merritt, Orange Coast, Pasadena, West Valley, Golden West) and a representative from the Chancellor's Office. We have completed our first year of operation as a consortium and the report reflecting the first year's effort is being prepared. I hope to have a copy of this report shortly which I will share with you.

At a recent meeting the consortium members discussed that it would be most appropriate, in the interest of broadening the base of input, to involve representatives from other colleges who are invested in the development of innovative co-op programs. We feel that your participation and our combined input will strengthen our final report to the Chancellor's Office and to the State Legislature. Hopefully, this will result in legislative changes and/or additional funding to support continuing co-op programs.

One of the consortium members, Jerry Kjeldgaard of Hartnell College, is conducting a statewide survey on behalf of the California Community College Chancellor's Office and the California Consortium of Cooperative Education. One way that I would encourage you to become immediately involved in the activities of the consortium would be to complete the enclosed questionnaire and return it, in the enclosed envelope, to Hartnell College, at your earliest convenience.

Immediately after Christmas vacation, I would like each of us to meet to explore some additional areas of joint participation. I will advise you shortly of a time, date, and location of that meeting.

Thank you -

Sincerely,

Karl A. Strandberg, Director
Cooperative Education

KAS:cam
enclosures

WEST VALLEY JOINT COMMUNITY COLLEGE DISTRICT
Cooperative Education
Friday, December 13, 1974

M I N U T E S

The Cooperative Education meeting was held on Friday, December 13, 1974, at 10:00 a.m. in the Learning Resource Center on the Saratoga Campus.

The members present were:
Mr. Clyde Reyes
Mr. Sandy Gum
Mr. Howard Finch
Ms. Maggie McBride
Mr. Floyd Elkins
Mr. Gunter Seefeldt

The meeting was called to order at 10:20 a.m. by Clyde Reyes.

Clyde Reyes reported that Overseas Cooperative Education is a one-year program where students go overseas and work and study foreign firms. The program now has 50 students and by summer it is expected that 100 will be participating. The students will be overseas for ten weeks but will be working for only eight weeks. Participants do not have to be Language Arts majors but must have two semesters of a foreign language, preferably German, Norwegian or Spanish. Language Arts students are required to study a foreign language as well.

Those participating will earn 8 units per year; one unit in the fall, one unit in the spring, and six units in the summer. In the Fall they will select an employer, make a study of the employer's association, and work toward a research project. They will work 75 hours on the project which is supervised by the manager and then go overseas to work and research an employer and complete a term paper when they return on the comparison between the two countries way of work. Those who have jobs in Europe are paid for their work.

Students are required to provide $450 toward the round-trip air fare. It costs $440 for the charter, and $680 for the non-charter through Canada. Students also may apply and go through Canada on the Youth Air Fare which is $700-$750. The regular round trip fare costs $1200, and if the students can provide this amount, that's fine. The students must have a charter membership by summer, which costs only $12. Once the student joins the charter club, the college takes care of everything else. Provided the college can get another forty fares, the students would not have to form a charter.

The group would depart from Oakland to Zurich on the charter flight, and each participant would then go from there to wherever their destination. The latter part must be paid by each individual, who must also have cash reserves to hold him over until he receives the first check from the employer. To be on the safe side, cash reserves should be at least $400 since the student must live a week before the job commences and must pay for food, housing, etc. Reservations for accomodations are not made in advance, and each student must make his own.

The County Office has stated that students must sign a statement which indicated that they will be going overseas on their parents insurance or have liability and accident insurance coverage for the 8 weeks they are away. In the Spring, each participant will release West Valley College of all responsibility. While in Europe, the employer will have liability coverage for them during working hours.

Gunter Seefeldt reported that jobs are available in Norway, Germany, France, Belgium, Italy and three parts of Switzerland. He hopes to place the first student in Russia in 1976. They are looking for eight weeks of employment for the students who will not be taking away anyone's job but just filling in for employees who are on vacation, etc.

In Germany and Switzerland the student is contracted to work 44 hours per week with pay for the eight weeks at the same rate the Swiss receive ($2.00 per hour). There is a chain of 400 supermarkets which will provide housing for students for the eight weeks and pay a salary of $300 per month. Each individual must pay for his own food, or he may cook if he wishes. In Germany the hotel and restaurant employers provide free room and board and students will work 48, sometimes even 50 hours because of the tourist season and will receive $200 a month in pay. Another example of where the student receives very little pay ($2.00 per day) is with the drama departments who need help to staff a theater of 2000 seats and help with each scene of production. Here again, they receive free room and board.

In Norway, after a student has worked four weeks, he will receive one paid week off to travel.

The Canary Islands could use students in hospitals, and the students could write reports on the different aspects. In addition, students could work on a project in Restaurant courses.

Sandy Gum asked if museums were available, and Mr. Seefeldt replied that they were not yet available. The eight units earned could perhaps be applied to the sociology department of the college courses. Students could do independent study as well.

Clyde Reyes stated that he would like to invite other colleges to assist West Valley College in the area of Cooperative Education to experiment. There are six colleges in the five-district consortium. Each consorting college was to work with four other colleges invited into the consortium, for a total of 24. The districts would have to release their director to work with the consortium, and there will be a meeting every quarter.

There will be some high school students participating as well. It is worked out with the principal, and the students will get college credit. West Valley College prefers to work with the colleges or junior colleges instead of high schools.

West Valley College will coordinate students out of this district. Participants from other colleges have to enroll in the West Valley program and will be on the West Valley transcripts. Someone from West Valley will go to other colleges to speak with students who are interested, and several meetings will he held in the Spring semester for orientation. Students must make up their minds six months before the trip. It is desirable to solicit students in the foreign languages to become involved this summer so they won't have to wait until next summer.

Students will be accepted as late as January and February, and West Valley College may be able to take one more student and meet the deadline. A date will be set between now and the end of December to go on a charter.

Clyde Reyes also asked that the members think about getting another Overseas Coordinator overseas. West Valley will send a coordinator to visit with the students during the summer they are in Europe, and the college will pay for it. It will be determined from interviews with students, movies and slides that have been made by students, interviews with employers, and reports from the students whether someone else should be sent to the same job or not.

Clyde Reyes distributed the minutes from the previous meeting and announced that on Monday (the 16th) and Tuesday he will speak with foreign language students and on Wednesday or Thursday. On Friday each member of the committee was asked to give him the names and phone numbers of interested students so that he can call them at home during the holiday.

Mr. Reyes asked the members to let him know by the first of the year whether or not they will be interested. Each school will do something on their own with the consortium.

There being no further business, the meeting was adjourned at 12:00 p.m.

Respectfully submitted,

Clyde Reyes, Director
Occupational Education

sr

MAJORITY MEMBERS:
JAMES G. O'HARA, MICH., CHAIRMAN
JOHN BRADEMAS, IND.
MARIO BIAGGI, N.Y.
[illegible] ANDREWS, N.C.
[illegible] BLOUIN, IOWA
[illegible] THOMPSON, JR., N.J.
RONALD MOTTL, OHIO
AUGUSTUS F. HAWKINS, CALIF.
SHIRLEY CHISHOLM, N.Y.
JAIME BENITEZ, P.R.
PAUL SIMON, ILL.
TIM HALL, ILL.
CARL D. PERKINS, KY., EX OFFICIO
225-6981

MINORITY MEMBERS:
EDWIN D. ESHLEMAN, PA.
JOHN N. ERLENBORN, ILL.
MARVIN L. ESCH, MICH.
JOHN BUCHANAN, ALA.
VIRGINIA SMITH, NEBR.
ALBERT H. QUIE, MINN., EX OFFICIO

CONGRESS OF THE UNITED STATES
HOUSE OF REPRESENTATIVES
COMMITTEE ON EDUCATION AND LABOR
SUBCOMMITTEE ON POSTSECONDARY EDUCATION
320 CANNON HOUSE OFFICE BUILDING
WASHINGTON, D.C. 20515

July 24, 1975

Mr. Karl A. Strandberg
Director of Cooperative Education
Golden West College
15744 Golden West Street
Huntingdon Beach, California 92647

Dear Mr. Strandberg:

Thank you for your letter of July 10th, and for your constructive comments on the co-op education sections of H.R. 3471. I will certainly give your proposals careful consideration when we take up this bill in Subcommittee mark-up sessions.

Very truly yours,

JAMES G. O'HARA
Chairman

JGO'H/kph

July 10, 1975

The Honorable James G. O'Hara
The United States House of Representatives
320 Cannon Office Building
Washington, D.C. 20515

Dear Mr. O'Hara:

On behalf of the California Consortium on Cooperative Education, I want to share with you two special concerns we have regarding the Title IV-D legislation that is currently being considered by Congress. Our Consortium is mandated, under Senate Bill 642 (see attached), to design, implement, and evaluate innovative models of cooperative education and, by June 30, 1975, to present a comprehensive report to the Chancellor of the California Community Colleges. The Consortium members, representing six community colleges in California, have been involved the past two years in implementing and field testing comprehensive cooperative education models.

Our first concern is related to the requirements for a cooperative education program to qualify for Federal funding. We believe that the Consortium colleges, which are representative of the 99 California community colleges that have co-op programs, have adequately field tested the parallel co-op arrangement and have found it to be educationally sound; it allows the colleges even greater flexibility in meeting the needs of our students as well as the employers served by the colleges. We don't feel that the parallel co-op programs should any longer be considered experimental; rather, we urge you, our legislators, to change the definition of cooperative education to include the parallel arrangement. This would enable those colleges, whose programs are largely parallel, to qualify for full Federal funding.

A second concern we wish to share relates to the funding levels for co-op in the new legislation. Increasing numbers of colleges are being urged by their students and neighboring employers to initiate co-op programs. Less than one-third of the grant proposals from these colleges could be funded for 1974-75, which certainly reflects a need to extend the authorization ceiling in the new legislation. We urge you to consider extending the authorization to $25,000,000. - $50,000,000. for the years 1976-1980. Too, we believe the maximum grant to a single institution should be changed from $75,000. to $100,000. - $150,000. These recommended changes in funding levels would enable institutions of higher education to better respond to the career education needs of their students by developing more comprehensive co-op programs.

We commend you, and others in positions of national leadership, for your continuing interest in and support of cooperative education. Certainly, co-op has proven to be a viable means by which representatives of education, labor and

industry can cooperate to better serve the career education needs of our students. Continuing Federal support of this partnership is critical and, in this regard, we urge your careful consideration of our concerns.

Thank you -

Very truly yours,

Karl A. Strandberg
Executive Director

KAS:sw

cc: Senator A. Cranston
Congressman A. Hawkins
Senator C. Pell

bcc: Dr. Boyce
Dr. Carpenter
All Consortium Members

Senator Alan Cranston
Senate Office Bldg.
Room 452
Washington, D.C. 20515

Senator Caliborne Pell

Congressmen Hawkins and O'Hara
The United States House of Representatives
320 Cannon Office Bldg.
Washington, D.C. 20515

COPY OF MAILGRAM SENT TO:

DATE: June 25, 1975

Rep. James G. O'Hara, Chairman
Subcommittee on Postsecondary Education
House of Representatives
Washington, D. C.

Rep. Augustus Hawkins
Subcommittee on Postsecondary Education
House of Representatives
Washington, D. C.

Sen. Claiborne Pell, Chairman
Subcommittee on Education
U.S. Senate
Washington, D. C.

Sen. Alan Cranston
Subcommittee on Education
U.S. Senate
Washington, D. C.

Please support the following recommendations concerning HR3471, title IV-D Cooperative Education:

Section 451 (a) drop words "full time" before "academic study" and before "public or private employment"
Section 452 (a) limit grant for individual institution to $150,000.
Section 452 (c) Extend grant limitation to five years.

These recommendations have support of national and local professional organizations and are in keeping with the educationally sound Cooperative Education Programs in California Community Colleges. Thank you.

Donald H. Godbold, PHD
President, Merritt College

Charged: to Dr. Godbold, Merritt College, 531-4911.

Karl A. Strandberg, Director
Cooperative Education
Golden West College
15744 Golden West Street
Huntington Beach, CA 92647

University of Idaho

Western States Co-op Education Newsletter

College of Engineering, Cooperative Education Division Moscow, Idaho 83843

A Quarterly Publication for the Promotion and Dissemination of Cooperative Education Information throughout the Western States.

VOL. 1 NO. 1 August 1974

A. L. Rigas, Director and Editor
Loanne C. Meyer, Associate Editor

Background

At the April 1974 Cooperative Education Conference in Lincoln, Nebraska, it was suggested that perhaps one way to exchange information, promote the Cooperative Education in the West, and keep the lines of communications open, would be to start a newsletter for Cooperative Education in the West.

The idea was accepted with overwhelming enthusiasm by the Western Co-op group. It was decided that every "Co-op enthusiast" send to this office news material or other activity, including technical information connected either directly or indirectly with the Co-op Program at his or her school or state. This office would then put this material together in a newsletter and release it to all interested persons in the West.

So far I have received very little material and a very short mailing list. If this newsletter idea is to succeed, it will need the cooperation of all concerned.

Highlights of Past Co-op Conferences

The following are the minutes of the meeting of March 20, 1974 with Dr. Roy L. Wooldridge, Executive Director, National Commission for Cooperative Education; meeting held at the Coast Community College District Office, 1370 Adams Avenue, Costa Mesa, California. This meeting was called by Sinclair Jeter to discuss the Title IV-D funding guidelines. Our thanks to Karl A. Standberg, Golden West College, for recording the meeting and for providing us with a copy of the minutes.

Roy Wooldridge opened the meeting with a brief statement of purpose. He explained that he has been commissioned by the U. S. Office of Education to gather data from two-year and four-year college representatives which would be useful to the U. S. Office of Education in preparing their recommendations for continuing legislation when the current Title IV-D Higher Education Act expires in 1976. To provide the group with background data and to enable group discussions, Roy distributed these documents; Cooperative Education Programs Title IV-D Higher Education Act 1966 as amended; Title IV-D Sections 451, 452, 453 of the education amendments of 1972 to the Higher Education Act of 1965 and a list of some specific items on which he wanted feedback.

2

Roy was then asked to give a brief description of the history of the National Commission for Cooperative Education. The Commission was instrumental in shaping the 1968 Title IV-D (Cooperative Education) legislation approved by Congress; Mr. George Probst is secretary of the Commission. The current thrust is to enhance employer awareness and participation in Cooperative Education. Employer workshops are being planned and implemented throughout the U. S. Mr. Helm Hoas, University of the Pacific, is giving direction to a northern California area workshop in San Francisco, June 5.

A question with respect to the feasibility of tax credit for employers as an incentive for them to enter into Cooperative Education agreements was discussed. It was pointed out that the legislative committee of the Cooperative Education Association has studied this issue and has chosen to suspend any additional activity. Apparently, a tax lawyer in Boston, Massachusetts has been consulted and his feeling is that this matter would need to be studied very carefully so as to prevent critisism of this concept as being yet another tax loophole to be taken advantage of by employers. Reaction was mixed and Ron Grant suggested that the tax credit incentive concept be pilot tested across the nation.

In speaking to Part IIC, broadening or limiting the definition of Cooperative Education, the group offered many suggestions.

> That in addition to the alternate semester or quarter plan, the federal philosophy and guidelines for Cooperative Education needed to reflect the fact that many colleges are developing parallel and evening college programs.
>
> That the expanded philosophy reflect that Cooperative Education be an umbrella term which would include cooperative work experience, volunteer programs, placement, etc.
>
> (After much discussion...) That the term "full time" be stricken from the present definition so that the definition would read "...that alternate periods of academic study with periods of public and private employment that will not only afford students the opportunity to earn through employment, funds required toward continuing and completing their education, but will so far as practicable, give work experience related to their academic or occupational objectives." It was assumed that the deletion of the full time designation would make it possible for parallel and evening college programs to be recognized. It was further suggested that this definition would recognize both "Voc-Tech Programs" and "Transfer Programs".

The group made many suggestions regarding IIA, time and money guidelines. It was suggested that the present 10.0 million presently appropriated by Congress was inadequate. In recognition of the increasing interest in Cooperative Education in two-year and four-year institutions on the West Coast, an amount of 30 million dollars would be more appropriate. The 30 million dollars would be divided as follows: 15 million dollars for operational monies to support existing programs; 12 million dollars for institutions beginning new programs; 3 million dollars for training and research and that no monies be made available for institutions to conduct feasibility studies. The present ceiling of $75,000 is inadequate in a consortium arrangement; therefore,

it would be more realistic to provide $50,000 - $75,000 per institution involved in a consortium agreement. The group was mixed as to whether the funding term for an institution should be five years or three years, however, there was greater consensus that five years was the more appropriate term. The decreasing amount being granted each year of the funding term reflects the philosophy that institutions should be encouraged to accept full responsibility for continuing cooperative programs at the end of the federal funding period.

In response to a question regarding the advantage of developing state coordination for Cooperative Education, it was felt that a state coordinator could act as a catalyst and help to insure adequate program standards in each state. The role of the coordinator as a facilitator rather than a controller of programs was stressed. In terms of the contribution of funds, the consensus was that federal contributions rather than state distribution insured greater equality.

Roy Wooldridge stated that Senator Montoya of New Mexico, who is on the Senate Appropriations Committee, has been most helpful in enabling legislation and funding regarding Cooperative Education.

Future Co-op Conferences and Workshops

The College-Industry Council (CIC) in cooperation with the Cooperative Education Division (CED) of the American Society for Engineering Education (ASEE) will hold its 27th Annual College-Industry Conference on February 13 and 14, 1975 at the Monteleone Hotel, New Orleans, Louisiana. You may be interested in knowing that Mardi Gras is on Tuesday, February 11, 1975.

The 1975 CEA/CED Cooperative Education Conference will be held in St. Louis, Missouri, April 15 to 17.

The 83rd Annual ASEE Conference will be held at Colorado State University, Fort Collins, Colorado, June 16 to 19, 1975.

Awards for Outstanding Performance

This year's recipient of the Dean Herman Schneider Award, presented at the Annual CEA/CED Conference in Lincoln, was Mr. James T. Godfrey, Director of the Cooperative Education at Virginia Polytechnic Institute and State University, Blacksburg, Virginia. Most of us remember Jim when he was Co-op Coordinator at Lockheed Space and Missile Division in Sunnyvale, California. Congratulations to Jim!!

Your editor needs more of this type of information for future publications. Especially some input on outstanding Co-op student awards.

Co-op Professional Activities

HELP!! We need some inputs in this area!

4

Welcome New Co-op Students and Co-op Organizations

In February of 1967 the Board of Regents of the University of Idaho, upon a request from the College of Engineering, approved and authorized the College of Engineering to initiate and operate an experimental cooperative education program in engineering.

The program was initiated at that time and though fledgling it operated without a budget until 1973, at which time a grant was awarded to the College of Engineering by the Department of Health, Education and Welfare Office of Education, Cooperative Education Division, to plan and implement a formal Cooperative Education Program in the Collegs of Engineering and Mines.

In September of 1973, the Colleges of Engineering and Mines initiated a fully operational cooperative education program for the students of these Colleges. The main objectives of the University of Idaho Cooperative Education Program are:

1. To provide students with opportunities for gaining meaningful, practical experiences directly related to their career development.

2. To provide students with opportunities for personal and cultural development.

3. To provide students with opportunities to finance their education, and to financially help themselves.

4. To provide the school with a unique feature to better attract students.

We are indeed very happy to welcome our newest group of Cooperative Education students who began their first work assignment this summer, and to express our appreciation to their employers for their dedication and commitment to the program.

Name	Major	Company
Tracey Barker	Civil Engr.	Atlantic Richfield-Cherry Point Refinery Ferndale, WA
George Barnhart	Mech. Engr.	IBM Corporation
Daniel Bennett	Elec. Engr.	Key Tronic Corp. Spokane, WA
Eddy Carpenter	Mech. Engr.	Tektronix, Inc. Beaverton, OR
Craig Goody	Elec. Engr.	The Bunker Hill Co. Kellogg, ID

COOPERATIVE EDUCATION ASSOCIATION
11th INTERNATIONAL CONFERENCE ST. LOUIS, MISSOURI

April 1975

Since the first Cooperative Education program was initiated in 1906, a great deal of educational change has affected both the concept and the process of Cooperative Education. The traditional residential approach which gave birth to the alternating plan does not reflect recent events in the Cooperative Education movement. While traditionalists still refer to the alternating plan as the acceptable and recognized way to Co-op, many colleges, especially community colleges, have joined the Co-op movement with other Co-op patterns. The number of institutions participating in Co-operative Education has soared from a relatively few to almost 900 in less than 20 years. It should be recognized that these institutions are not all four year, engineering, residential, or traditional in their approach to learning or in their utilization of the Co-op experience. Rather, these institutions represent both four- and two-year institutions which offer a multitude of learning options for their students. In today's higher learning, flexibility, not rigidity, is the goal. Flexibility should also be the goal of the Co-op movement.

Therefore, be it resolved that the Cooperative Education Association go on record as supporting and recognizing the three Cooperative Education patterns currently available in a large number of our nation's two- and four-year institutions. These options are:

1. The alternating pattern, defined as an arrangement which provides students with the opportunity to spend a full term in school and the following term on the job. Two students may hold one full-time work station in business or industry although this is not necessary for the alternating plan to be employed.

2. The parallel plan, defined as a pattern of work experience organized so that the student's work is parallel or concurrent with enrollment in regular college classes. The hours of work may be scheduled for morning, for afternoon or for both morning and afternoon as the student's class schedule and the employer's work schedule allow.

3. The extended day plan, or improved careers plan, defined as an approach which has particular benefit to students who are working full-time and attend class part-time. This program requires close cooperation between the college and employer. These students are seeking to further their career development or change career patterns. The principal tenet in this

type of arrangement remains educational growth through parallel involvement in college studies and occupational experience.

Be it further resolved that the Cooperative Education Association, through commitment by its official organizational activities, promote with the federal government, Cooperative Education employers, and others interested in the Cooperative Education movement, the legitimacy and the rightful validity of the non-alternating Cooperative Education patterns as being equally educationally valuable and affording all of the benefits attributed to the alternating plan.

Summary of Essential Recommendations for
Consideration by Senator Kennedy

In summary, the Cooperative Education Association, the Cooperative Education Division of the American Society for Engineering Education, and the National Commission for Cooperative Education request that Senator Kennedy support the following revisions in Part D of Title IV of the Higher Education Act of 1965.

I. Authorized funding under sec. 451 (a) and (b)

For fiscal year ending:	For planning, establishment, expansion	For training, demonstration, research	Total Authorization
Sept. 30, 1976*	$10,000,000	$ 750,000	$10,750,000
Sept. 30, 1977	15,000,000	1,500,000	16,500,000
Sept. 30, 1978	20,000,000	2,500,000	22,500,000
Sept. 30, 1979	25,000,000	3,000,000	28,000,000
Sept. 30, 1980	25,000,000	3,000,000	28,000,000

* Authorized under present extension of existing legislation

There are several reasons for this recommendation:

1. Cooperative education recently and suddenly has found its time and moved out of its partial limbo into a major role on the national educational scene. This appraisal was set forth by Mr. Edward Booher, President of McGraw-Hill, Inc., April 2, 1974, in his keynote address before the New York Employers' Institute on Cooperative Education. Sharing the same view is Dr. Harold Enarson, President of Ohio State University, who said last May that cooperative education is coming to the fore, "because of a combination of forces that have only recently both emerged and begun to come together."

   The former president of General Motors, Mr. Edward N. Cole, who himself is a product of the cooperative education program at the General Motors Institute, presented a powerful and imaginative statement of recommendations for Congressional action to make greater use of cooperative education possibilities. In May, 1974, Mr. Cole stated that "Cooperative education is responsible. It is accountable. Its

performance has facilitated rather than impeded educational purposes. Clearly on the basis of what it already has contributed and achieved in the field of higher education, cooperative education is one of our best bargains in return for money spent. It is ready and capable of a new era of expansion and service to the Nation."

2. On May 21, 1974, Mr. Richard Holden of the U.S. Office of Education in testimony before Congress summed up OE's position as follows:

> It may well be that cooperative education offers more return on the investment than any other educational program. It could well be the major breakthrough of the 1970's for students, for faculty involvement, and for employers.

Of the 580 applications received for Title IV-D funding in 1973 requesting approximately $25,000,000, the U.S. Office of Education was able to fund only 380, leaving 230 not funded. In 1974, the Office of Education received 645 applications for cooperative education grants requesting $28,000,000, and 371 were awarded totalling $10,750,000, thus 274 were not funded. In 1975, 770 applications were received requesting $33,000,000, of which 327 were funded, and of these 20 were for research and training. In 1975, 443 applications were refused, or over 50 percent of those who had applied.

3. The rapid expansion of cooperative education has created a very large demand for coordinators to staff the new programs. It is apparent that many of those taking these positions are without the background and training to administer a cooperative education program. Attention needs to be given to the Office of Education's role in assuring more effective and sophisticated training programs and workshops for coordinators. There is also a requirement for improving the professionalism of present coordinators by increasing efforts to have workshops and forums which improve the skills of coordinators in the field.

4. The present funding of $750,000 for training and research is inadequate. This year's demand exceeded $3,000,000 for training of coordinators and for basic research in the field. In order to improve cooperative education programs, and to provide information programs necessary to reach high school counselors, students, parents, and employers, more effort must be expended. It requires funding at a minimum of $3,000,000 to enable a sufficient number of institutions of higher education to develop training and research programs of excellence which in turn would assure better cooperative education programs.

II. Definition of Cooperative Education under Section 451(a)

With regard to the requirements for a cooperative program to qualify for Federal funding, the National Commission for Cooperative Education and the Cooperative Education Association suggest that the words "full time" which appear before "academic study" and before "public or private employment" be dropped.

The reason for this recommendation is that it is time to recognize that the parallel programs are indeed a true form of cooperative education. Although they do not fit the restrictions of the traditional definition of cooperative education, these programs serve a useful purpose for their students and should be considered cooperative education and eligible for Federal funding. Therefore, it seems appropriate that the definition of cooperative education should be changed to meet changing needs. These programs are rapidly growing in Florida, California, and Indiana and should merit Federal funding.

The Cooperative Education Division of the American Society for Engineering Education does not join in this recommendation since the majority of its members are from the older, well established engineering cooperative schools, and they still regard the parallel system as experimental and are satisfied with the wording as presently stated in Section 451(a).

III. Authorized limit of size of grant under Section 452(a)

We recommend that $150,000, rather than $75,000, be the maximum possible grant to an institution, and that this same figure be used for each participating institution in a consortium arrangement.

There are two reasons for this recommendation:

1. The original limitation of $75,000 per institution was developed on cost figures determined in 1965. The problem of inflation over the past ten years has certainly eroded these data. In addition, one of the problems in the administration of the current legislation has been created by the tendency of the U. S. Office of Education to give many small grants to a large number of institutions. In some cases this has not allowed a sufficient impact to be generated on the curriculum at any one institution.

2. Consortium arrangements for the mutual development of cooperative programs have been very successful over the past ten years. This type of arrangement, where feasible, should be encouraged. The needs of an institution in a consortium are neither greater nor lessor than those of an individual institution applying on its own for Federal funds, and therefore, the authorized amount should be the same

IV. Time Limits on Grants Section 452 (c)

We recommend that grants be authorized for a maximum of five years rather than the present three year limitation. This extension, of course, would be contingent upon an increase in awards recommended in Section 451 (a).

There are three reasons for this recommendation:

1. The basic testimony in the Congressional hearings of 1964-68 that established the existing legislation includes a number of statements by educators that an institution needs a one-year planning grant to inaugurate a cooperative education program, and then four years of Federal support to provide the span of time for this "seed money" to create a solid self-supporting and significant cooperative education program. Experience thus far has confirmed the validity of this testimony. Educational administrators and faculty do begin to recommend budget support for the cooperative program after they have had time and opportunity to become acquainted with the advantages of cooperative education for their students and their institutions.

2. For some state institutions operating on a biennium budget, the three-year period does not provide sufficient time to adopt the policy of gradually approving increased funding for cooperative education in time to bridge the gap between the end of Federal support and the beginning of state support.

3. The three-year limitation has had the unfortunate effect of creating job instability in regard to coordinators' positions, with an adverse effect on the attractiveness of these positions to individuals with outstanding qualities and backgrounds of relevant experience for coordinator posts.

IV. CONCLUSION

Continuing Legislation

The Consortium members are delighted with the progress made thus far. We feel that we have identified for field testing many creative innovations and that we have made some significant contributions to the cooperative education profession. We do, however, feel that some of the innovations will require field testing beyond June 30, 1976 to assure sound recommendations to the Chancellor's office for broad-based implementation. Too, some new objectives that we want to evaluate thoroughly are just emerging; e.g., the granting of credit for past work experiences. For these reasons we feel that it would be wise to seek a two-year extension of the present legislation, SB 642. We will ask Senator Grunsky, the author of the present legislation to carry this request to the Legislature.

Report to the Chancellor's Office and the Legislature

One of our mandates is to make a final report to the Chancellor of the California Community Colleges and the California State Legislature. This report will be submitted, reflecting the Consortium's progress through June 30, 1976, and will include recommendations for needed changes in legislation that are emerging as a result of our careful field testing.

Research

There is a continuing need for research; e.g., during the employer's workshop that we sponsored, related to the alternate semester plan, many of the employer representatives cited the need for solid cost-benefit data to be generated by employers who have successfully implemented co-op programs. This data would be useful in encouraging other employers to create work experience jobs for both alternate semester and parallel plan students. This research and good training experiences for employer representatives are two significant concerns the Consortium plans to address during the 1975-76 academic year.

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